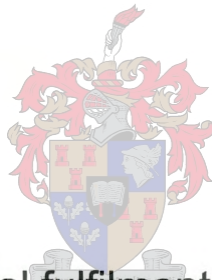


THE ROLE OF PARENTS IN VALUES EDUCATION WITH SPECIAL REFERENCE TO THE SITUATION IN VENDA (NORTHERN PROVINCE)

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the degree of Magister Educationis in the Faculty of Education
at the University of Stellenbosch

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DECLARATION

I, the undersigned, hereby declare that the work contained in this thesis is my own original work and that I have not previously in its entirety or in part submitted it at any university for a degree.

Signed :

Date :

SUMMARY

It is true, to say that education in Venda in the Northern Province was experiencing and is still experiencing problems. Many schools in Venda - primary and secondary schools - have lost their vision. Statistics reveal that there is a large number of failures and dropouts at these schools with discipline dropping in almost all schools. Learners are no longer committed, they go to school late, they do not wear uniforms, they are not prepared to devote time and energy to their studies. They boycott classes and spend long periods of time not attending lessons. Daily classroom routines no longer receive their utmost attention, homework is not done resulting in many failing their examinations every year.

In some of the schools, especially in the secondary schools, many learners are arrogant. They no longer respect their teachers and some schools have developed into battlefield - learners carry weapons such as guns to schools, they stab their teachers and principals with pangas and they also fight each other.

The Research has revealed that many learners are unprepared for the responsibilities of being a student.

On the other hand teachers also embark on strikes, sit-ins and chalk downs as some teachers are no longer loyal to their profession. They go to work late and leave early. At the end of the month they do not even go to work, while those that go,

sometimes are unprepared for their lessons. Child (learners) abuse is also rife in some schools.

There are also areas in the Province where learners do not receive stationeries, textbooks and prescribed books during the course of the year. Some learners are still taught in shanties built by the communities while some learners in the rural areas are still being taught outside, under trees.

The research revealed that the situation which is prevailing in schools in the Venda area can be remedied by better relationship between the different stakeholders : parents, teachers, learners, Department, communities and churches. Of all the stakeholders, the parent is regarded as the primary educator since all others like teachers, the Education Department, communities, churches etc. are assisting the parents in the task entrusted to them by God. The results also revealed that many parents in Venda do not participate in the education of their children causing poor results, high dropouts rate and the absence of discipline in the schools. Therefore, the role of parents in values education with special reference to the situation in Venda is significant. The effective involvement of the parents in these situations can be the best remedy. They are the most important stakeholders in creating conducive teaching and learning atmosphere.

OPSOMMING

Daar word beweer dat onderwys in Venda, in die Noordelike Provinsie verskeie probleme in skole ervaar het en nog steeds ervaar. Heelwat skole in Venda; primêr sowel as sekondêr, het hulle doelstellings ten opsigte van gesag, dissipline, leerdoelstellinge in die klaskamer en samewerking met ouers verloor. Statistieke bring aan die lig dat skole te doen het met 'n hoë druipsyfer, onderpresteerders, uitsakkers en vroeë skoolverlating. Gesag en dissipline verval in byna al die skole. Leerlinge is nie meer entoesiasies en toegewyd in hulle skoolwerk nie. Laatkommery is algemeen, hulle dra nie meer die voorgeskrewe skooldrag nie en hulle is nie bereid om hulle tyd en energie aan hulle studies te bestee nie. Leerlinge boikot hulle klasse en bly weg van die lesperiodes. Huiswerk end opdragte word geignoreer en die eindresultaat is dat baie leerlinge jaarliks druipt.

Verwaantheid onder leerlinge kom veral in die sekondêre skole voor. Leerlinge respekteer nie meer hulle onderwysers nie en die probleem het al so handuitgeruk dat sommige skole in 'n oorlogsveld ontaard het. Onderwysers en medeleerlinge se veiligheid word bedreig deur wapens wat skool toe gebring word. Voorvalle waar onderwysers en hoofde met messe gesteek is, het al voorgekom. Gevegte onder leerlinge is algemeen. Die ondersoek/navorsing het verder aan die lig gebring, dat, leerlinge nog nie gereed is om as verantwoordelike studente op te tree nie. Leiding en gesag is steeds nodig.

Leerlinge kan egter nie alleen verantwoordelik gehou word vir hierdie probleme nie. Onderwysers neem ook deel aan wegblyksies, daag laat by die skool op, is onvoorbereid vir hulle dagtaak, verlaat die skool sonder toestemming en kom nie skool toe aan die einde van die maand nie. Mishandeling van leerlinge kom in sommige skole voor.

In sekere gebiede in die Provinsie ontvang leerlinge nie betyds skryfbehoeftes, handboeke en voorgeskrewe boeke nie. Sommige skole ontvang geen boeke gedurende die jaar nie. Sommige leerlinge ontvang nog steeds onderrig in vervalde klaskamers wat lank gelede deur die gemeenskap gebou is, terwyl leerlinge in die landelike gedeeltes van Venda nog steeds onderrig buite onder die bome ontvang.

Die ondersoek het aangetoon dat hierdie situasies wat in die skole in Venda heers herstel kan word deur 'n beter verhouding tussen die verskillende insethouers nl. ouers, onderwysers, leerlinge, die Department, gemeenskap en kerke te skep. Ouers word nog steeds beskou as die primêre opvoeders en word bygestaan en ondersteun deur die verskillende insethouers in hulle Godgegewe opvoedingstaak. Verdere resultate van die ondersoek toon aan dat baie ouers in Venda nie deel het aan die opvoeding van hulle kinders nie en dit lei tot swak eksamenuitslae, swak dissipline en vroeë skoolverlating in skole. Daarom is die rol van die ouer in die opvoeding van waardes met spesiale verwysing na die probleemsituasie in skole in Venda belangrik.

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CHAPTER 1

1.1 INTRODUCTION

The education of a child mainly involves a three-fold structure, namely the parent, teacher and the child though it may also involve the state, local community, church and private sector and other role players. Parents are by nature “teachers”. They are the ones who are responsible for the upbringing of the children. They teach children, when they are growing, what is in their view right and what is wrong, and according to their life style or philosophy in life. Parental involvement in schools (education) is commended and need to remain so at all time. Parents are, by virtue of their position, significant pillars in the education of their children, therefore parents are to be made aware of their important role in the education of their children as some parents are negligent and they should therefore not leave everything in the hands of teachers because this attitude is detrimental to the growing child and is to be discouraged and parents should respond enthusiastically to any such suggestion.

Education at Primary and Secondary schools needs team effort by parents, children and teachers. Parents have got a role to play : e.g. to motivate the

child by explaining to the child that going to school and studying are not forms of punishment, but are positive values. It is the duty of parents to help in creating favourable circumstances in which the child feels secured, and which are conducive to intellectual development.

It is important that our schools be kept intact and efforts made to stress the importance of a happily, secure school environment. This is a priority. It is generally accepted that the role of the parents is to co-operate with the school, to take an interest in the school's personnel and activities, to participate in parent education and in other programmes offered so that they become involved in the school as a whole. The instilling of norms and values in the school is essential. It is necessary for the schools to liaise closely with the parents and thus with the community as a whole. This can partially be achieved by regular news letters to the organization of pertinent and interesting lectures, displays and programmes to enrich the parents and give them a sense of belonging and having a stake in the running and progresses of the school is also worthwhile. Parents can be encouraged to take pride in the school by supporting it. Counselling of students by the parents could assist in the control and prevention of school violence. All these are clear indications of the major role of parents in the education of their children.

1.2 EXPLANATION OF KEY CONCEPTS

1.2.1 VALUES

“A value is that to which a society, cultural group or individual attaches worth, value or significance. Values can be goals and objectives. They are not only shared but are regarded as matters of collective welfare to which is often attached a high degree of emotional belief in their importance”. (Van den Aardweg 1988 : 238) Values are events, actions or a plurality of all these things that support or protect human life in the world or in the world to come. Pure water, for example, is a physical value without which there is no life. Knowledge and love are mental values and no human life exists or blossoms without them. Peace and co-operation are examples of social values. There are other equally significant values such as honesty, respect for others' possession, appropriate language and manners in addition to non-aggressive behaviour. Other values like ethical and religious values have a lot to do with people's behaviour and attitudes towards each other. People learn early in their relationship with their families that other people also have privileges and rights which they have to respect. Religious books, such as the Bible, tell people not to harm other people but to do opposite : to love them.

According to Murray (1989 : 6), values are opinions which though not publicly verifiable but are held as a matter of personal conviction. Statements of values tell whether something is good or bad, well or poorly done, suitable or unsuitable, desirable or undesirable.

Values vary in both their direction and in their strength. The term direction refers to whether a person judges something as being either good (positive) or bad (negative). Strength refers to the degree of the person's judgement, such as judging an undesirable happening as being 'slightly bad' rather than 'very bad'.

Pupils are to be guided and encouraged to observe values such as :

i. Regard for human life

Everyone has to protect others from harm and should seek to enhance others' physical and mental well-being.

ii. Even-handed justice

Laws and regulations should be applied to everyone.

iii. Honesty

Everyone is to tell the truth.

iv. Obedience to authority

Everyone should obey properly constituted authorities.

v. Self-determination

All of us, within our levels of ability, should be permitted to decide on the way we will live our lives provided, first, that we do not unduly intrude on others' rights in leading their lives and secondly that we bear our fair share of responsibility in caring for our own welfare and for that of the group.

vi. Right to privacy

All people have to be free from unwanted attention or intrusions into their lives.

vii. Respect for property

Everyone ought to protect others' right to hold and use property to which they have proper or legal claim.

viii. Respect for parents

Everyone has to display a high regard for the opinions and wishes of one's parents.

ix. Gratitude

Everyone ought to express thanks for aid and support provided by others.

x. Loyalty and faithfulness

Everyone has to support in word and deed those people to whom duty or gratitude is owed.

xii. Responsibility

Everyone has to carry out obligations incurred by choice or by the nature of one's role in life.

xiii. Social order

Everyone has to seek to maintain pleasant relations with others and foster social order.

1.2.2 VALUES EDUCATION

Children have possibilities within them that are waiting to be developed and values education gives children the opportunity to realise their potential and education can develop the right values and attitudes in people. If children's attitudes and values in life are negative they will find it difficult to get anywhere, no matter how clever or gifted they are. The education that develops values emanates from co-operation between the parents and the school as both the school and the parents exert their influence on pupil's lives.

Economic values form a vital context for complete development of the pupils. Work related values are of interest in our country which operates a market economy. Parents and educators alike have a high level of

expectation to see young people find productive and satisfying work, which becomes of even greater concern during periods of high unemployment.

I would like to agree with the following on values education :

“Since purposefulness always implies the realization of values, a reflection on the aim of education cannot be made without reference to life-view, for when the educator gives help and support to the child, he does so in accordance with a specific hierarchy of values. This hierarchy of values is embedded in the basis for the reaction and control of his own conduct in life.” (De Vries 1986 : 92).

De Vries in his assignment of values (1986 : 46) indicates the child must be addressed and supported by an adult as a representative of values so that he may gradually become morally independent. The child must not only assign values to things, but must also appropriate values to himself, for to be responsible is nothing other than to have knowledge of values and to live according to them. Eventually identification must be with the values themselves so that the child will do right for the sake of the right and not because the educator has told him to do so.

According to Murray (1984 : 36) values education can only be conducted on

the basis of a general acceptance of such values as the following : freedom of speech; choice; self-respect; responsible action; individuality; group identity and the right to free enquiry.

Introduction of children to values education is a means to build a nation and children can be educated, taught and guided to accept certain values in their lives and it is the responsibility of all educators to carry this task.

Values education in developing countries is portrayed as a means for strengthening a nations' solidarity and it is also seen as a vehicle for assisting young people to clarify goals and develop critical perspectives on social issues.

1.2.3 EDUCATION

According to Van den Aardweg (1988 : 71) Education is a universal phenomenon which is limited to the human being. It is a process in which the practice of education is involved, where a responsible adult leads, helps, supports and accompanies a child to self-actualization and ultimate adulthood. Education is a purposeful, conscious intervention by an adult in the life of a non-adult with the specific purpose of bringing the child

successfully to adulthood. Education only exists where there is a meaningful association or encounter between educator and educand.

According to De Vries (1986 : 23) education is a phenomenon which reveals itself in the educational situation and is characterised by an action or activity, indicates that man is involved with the child in a special way. He or she not only brings children into the world, but because he wants his offspring to become significant in the world, he or she helps, supports accompanies and instructs his or her child on his life's way from an early age. He or she provides him, in various ways and with a great deal of self-sacrifice, with the means and opportunities that his proper growing-up requires.

Njobe (1990 : 4) describes education as 'pedagogy'. The word 'pedagogy' is derived from Greek roots 'pais' meaning 'child' and 'agein' meaning 'to lead'. Alternatively 'educate' as a word is derived from Latin roots 'ex' meaning 'out' and 'duco' meaning 'I lead'. Thus again the concept of leading a child is expressed. Fundamentally, education might be seen as a 'leading out' of a child from infancy to adulthood. It is a bringing up of a child to maturity. The educator's role is to guide and assist the child's growth from infancy to adulthood.

Njobe notes that the bringing up consists in a transmission of treasured elements of accumulated cultural experience of the old to the new generation.

Education consequently, tends to draw much of its content from the culture of the society. Culture might then be seen as the total life of the people at their present time. Society consists of the people's selected past experience developed and integrated into the culture of the present. Thus culture as the total life of a people becomes the present way of life of the people, how the people live, what the people think and what they do. Parents and teachers should set up learning situation from which the child can discover knowledge on its own.

The concept education is a universal and typically human phenomenon and may be described as the support and the accompaniment of a non-adult by an adult towards adulthood. The child is on the way to take his place in the world of adults in an acceptable way as determined by his particular society. The Afrikaans and Dutch word "opvoeding", the German "Erziehung", the French "éducation" and the English "education" all refer to the rearing of

children especially in the sense of providing spiritual nourishment to elevate the child and lead him to adulthood.

The above definitions indicate that it is imperative that the child has to be guided by teachers as well as the parents. Parents even have a greater role in offering the child values education.

Brezinka (1982 : 119) suggest that there are a number of educational concepts, but what almost all of them have in common is that they refer to as a means by which people try to influence other people as permanently as possible in one respect or another. They want to make them different from what they are, or from what they would presumably become if they were left to themselves and to chance. They want these people to know, understand, do, like, loathe or avoid something specific. This always involves, mental experience, conduct or action such as abilities, cognitions, convictions, attitudes, leanings, emotional commitments, interests or habits.

Educational activities are attempts to reach desired ends. Education is always a means to an end. It is not an end in itself. The value of education depends on whether it is really adapted to or whether it is the appropriate

means to contribute to the creation of those qualities which are desired in the pupil. These means are chosen, applied or recommended for application because one believes in their effectiveness. According to Brezinka (1982 : 120) education can make sense only if one assumes in advance that the person one is attempting to influence is open to influence, i.e. the educability of the learner.

Education also occupies a central position as a source of economic and technological innovation. Owing to complex technological needs, the education system of any nation, whether industrialized or newly-formed, ought to bend increasingly to the service of the labour force, and thus act as a vast vehicle of occupational recruitment and training in that society.

Barker (1994 : 50) regards education as all those processes of learning which enable a person (child) to acquire the skills, behaviours, knowledge, values and norms which are considered necessary to live a happy and successful life in the society to which he or she belongs.

Though this may be a very general definition with such a complex and abstract concept as education, it has to be. Basically therefore, education is concerned with the teaching of culture, but as culture itself is a very

intangible concept, and since it also varies from society to society, it only goes to emphasize the need to keep the definition of education very general. Education is designed to help a child acquire a culture; usually the one he is born into and it brings the child/learner into contact with other culture. It moulds his or her behaviour in the ways of the adult society and guides him or her towards his or her eventual role in that society.

However while most thinkers in education-especially the traditionalists-would find no difficulty with the above description and definition, there are some - the more post modern among them - who would say it is much too limited. Yes, education should equip a person (child) for the society in which he or she must live, they would say, but it must also provide him or her with the opportunity to change that society. From the time of Rousseau onwards, philosophers of education and others have argued the case for the development of individuality, originality and change. It is not enough, they say, simply to pass on to posterity the culture of the past. Education, they believe, must actively encourage people to question, to criticize and to challenge accepted opinion. People must be willing to prune or cut out from society those older values which, though sanctioned by tradition, have outlived their usefulness, and be ready to substitute new and more relevant and progressive one in their place. Education, therefore, has a dual

purpose; to preserve what is good from the past and to inspire a change for what is better for the future.

According to Van Rensburg and Landman (1986 : 472) education as a God-given occurrence is the assisting, guiding, moulding, equipping and influencing of a human being in need of and asking for such assistance, guidance, moulding, equipment and influence, by another human being who has the authority, rooted in some (community related) competence, to assist, with the aim of increasingly equipping the first mentioned human being for his life task. The latter according to Van Rensburg is the child and he or she is the one who needs help, guidance and support.

One can conclude by reiterating that education can be taken as the transmission of knowledge, as the achievement of understanding, as the preparation for life, as the development of the ability to solve problems, as the formation of character and as self actualization.

1.2.4 THE PARENTS

A parent is the primary and natural educator of a child. He or she gives life to him/her, receives him or her into the world, cares for him or her physically and spiritually, assumes full responsibility for his total existence and

delegates a specific facet of his child's education and teaching, for a number of years, to his partner, the teacher. During those years it is important that he or she involves himself or herself fully in the formal teaching which his or her child receives at school, by visiting schools and checking school books of his child.

It is necessary that a parent be sympathetic regarding what happens at school. The parent need to support and enrich it. It is necessary that parents take part in decision making and they ought to render service to the school. Parents are normally responsible, for caring for the child so that the child can learn and continue learning with confidence and develop initiative. The parents help, support, accompany and instruct their children on their way from early ages to adulthood. Their responsibilities should not end at the school gate, but also be seen and felt at the school when they help their colleagues, the teachers. Since the parent is an adult and is also someone who yields to the authority of norms, he is able to impart to the child the binding values of life by actually exemplifying them in his own living.

Parents have always had a role in values education. Schools, voluntary organizations, work organizations and the media are just supplementary agents for values education. Some of the significant methods of introducing

children to values education are instructions, guidance and counselling and setting examples. Parents, by virtue of their capacity as responsible and accountable guardians have the powers to instill values in their children.

South Africans' Council for Educators, (1994) defines "parents" as either the biological parents or guardian of a learner, i.e. the person legally entitled to custody of a learner, or the person who undertakes to fulfill the obligations of a parent or guardian during the learner's education at school. Educators or teachers can also be regarded as parents at schools or learning institutions to whom the parents at home have entrusted their children.

1.2.5 THE TEACHER

The teacher is the professional educator who focuses his/her attention to the learners' cognitive development, e.g. in History, Maths etc. When the teacher is performing his duties, the culture of learning is inculcated if the learning conditions are conducive to education.

The teacher by virtue of his being an adult is also a moral agent. The teacher becomes a model for his pupils hence activities like smoking. He should be respectable and behave properly in every way.

Value appropriation demands clarification through good example. Proper exemplary living for emulation demands of the educator that he takes up a clear position in respect of the values which he wishes to see embodied in the life of the child. The educator (teacher or parent) is obliged to set examples because he educates not only by what he says, but also by what he is, and he is the personality that he is on the basis of the values. The educator's example is more powerful than mere value preaching.

1.2.6 VENDA

Venda is referred to as region 3 in the Northern Province, one of the nine provinces of South Africa. It is situated in the extreme North of the Republic of South Africa bordering on Zimbabwe. Most parts of this region are rural areas characterised by parents who are not very involved in the school education of their children.

The region is composed of the following areas : Louis Trichardt, Malamulele, Mutale, Thohoyandou, Nzhelele and Vuwani. Each area is educationally under the jurisdiction of an Area Manager. These areas have been further divided into smaller circuits, controlled by Circuit Inspectors or Circuit Managers.

The following is a 1996 : 97 summary indicating the different areas in region 3 (Venda) in the Northern Province with the enrolment of the pupils, the teachers and the number of classrooms (Regional statistics 1996 : 1).

SUMMARY

AREA	ENROLLMENT	TEACHERS	CLASSROOMS
1. Louis Trichardt	12424	393	306
2. Malamulele	73700	2216	904
3. Mutale	31356	1066	742
4. Ramokgopa	51422	1516	800
5. Nzhelele	54576	1884	985
6. Mutshindudi	48996	1452	734
7. Thohoyandou	50409	1685	873
8. Tshitandani	48534	1418	888
9. Vuwani	46377	1400	797
TOTAL	417974	13032	4471
10. Pre-schools	7272		182
GRAND TOTAL	425246	13032	4653

Underneath is the statistics of the 1995 standard 10 results :

DEPARTMENT OF EDUCATION, ARTS, CULTURE AND SPORT
NORTHERN PROVINCE REGION 3
1995 STANDARD 10 RESULTS

AREA	WROTE	M PASS	S PASS	TOTAL PASS	% PASS	FAIL	% FAIL
1. Louis Trichardt	367	24	11	135	36,8	22	63,2
2. Malamulele	4019	475	1721	2196	54,64	1823	45,36
3. Mutale	1620	288	820	1108	68,4	512	31,6
4. Mutshindudi	2578	497	1249	1746	67,73	832	32,27
5. Nzhelele	3649	334	1435	1746	48,5	1880	51,5
6. Ramokgopa	5144	221	1197	1418	27,6	3726	72,4
7. Thohoyandou	3424	616	1522	2138	62,44	1286	37,6
8. Tshitandani	3620	379	1482	1861	51,41	1759	48,59
9. Vuwani	3176	324	1366	1690	53,21	1486	46,59
TOTAL	27597	3158	10903	14061	50,95	13536	49,05

(REGIONAL STATISTICS 1996 : 1)

Figure 1.1

The poor 1995 grade 12 results indicate the need to improve the conditions for teaching and learning to avoid a repeat of failure rate.

1.3 MOTIVATION FOR STUDY

What motivated the research is the unsatisfactory situation in educational institutions in Venda, in the Northern Province. Conditions of learning and teaching are not conducive to education. Of concern also is the general attitude and behaviour of the pupils. There is clear evidence that some of them do as they wish, if they do go to school, they go late, and leave early without permission. Some attend classes drunk and even smoke dagga. They do not do their work; homework, classwork and tests and when ordered to do studies after school they disobey and leave for home. Some of the pupils even go to the extent of physically fighting the teachers. When parents are summoned to school to discuss the misbehaviour of their children, such meetings are poorly attended. Of course this alarming picture of a lack of learning culture is not taking place to all learners, it remains a serious problem in schools in Venda. Learners boycott classes, teachers embark on strikes, stay-aways, chalk-downs and sit-ins. Some of the teachers even reach the extent of abusing pupils.

One of the reasons why all these take place is because many parents are distancing themselves from the schools. Whereas they are the primary educators of the children and teachers as they have powers to exercise over

them. It is necessary that they be motivated to involve themselves in the education of their children.

1.4 RESEARCH PROBLEM

(HOW CAN EDUCATION BE TRANSFORMED TO PROMOTE VALUES EDUCATION?)

To the mind of the researcher learning and teaching conditions in Venda do not motivate education to take place. According to available statistics there is a large number of dropouts, and a large number of failures. Lot of Juvenile delinquency is prevalent because of parents who are not committed to the education of their children. Most parents do not involve themselves in their children's value education though commitment is vital. The absence of the parents' participation open doors for the unproductive conditions to develop. Some parents think the education of their children is the responsibility of teachers alone. It is not so. Due to parents who are not committed there is no discipline at schools, thus poor results, poor Christian values, poor moral values, poor social and economic values. Juvenile delinquencies increase. To sum up, parents must participate as role players for the best interest of their children. These conditions are aggravated by lack of resources in these schools.

1.5 AIM OF STUDY (PURPOSE)

This study has so far identified, the large number of dropouts (juvenile and delinquents), large number of failures, poor levels of resourcing as major issues crippling values education in Venda.

The problems are due partly to the little or no interaction between the schools and the parents. Parents are not committed to the education of their children. The general feeling is that there is not enough discipline at our schools in the Northern Province, because teachers cannot do it alone. There are sometimes strikes by teachers, and strikes by pupils and as such it is necessary that parents be encouraged to intervene because if parents can intervene, there can be progress and discipline.

The aim of this study is to investigate the educational situations in Venda, to describe the role of the parents in the education of the child and to recommend solutions to the Department of Education and the community at large. It is accepted that parents be made aware that their authority over their children does not cease at the school gate. From a pedagogic point of view, too, it is certainly desirable that there should be continuity between the

home and the school milieu and between education at home and at school.

It is necessary that there be community education to support parents. It is proper that they be made aware that poor education leads to poor social values. A child is educated in order to suit well in the society.

1.6 HYPOTHESIS

“A hypothesis is a tentative proposition, a prediction suggested as a solution to a problem or as an explanation of some phenomenon. It represents the researcher’s expectations concerning a relationship between variables within the problem. A hypothesis is merely a suggestion, which through the findings from the research which follows, may be accepted or rejected”.
(Van den Aardweg 1988 : 111).

A hypothesis is structured before the data gathering phase and it indicates that the researcher has sufficient knowledge to undertake an investigation. It also gives direction and provides a framework for the collection and interpretation of data. It is a suggested guess.

The hypothesis for this thesis is that the problems prevailing in Venda schools like dropouts, juvenile delinquency and high failure rates can be

solved or at least improved by the participation of parents in the education of their children. The involvement of the parents in the education of their children has got greater influence on the child to achieve the Christian, moral, social and economic values. Parents' involvement forms a vital part in education. Problems in education can be overcome if parents make full use of their powers and influence. When teachers strike, it is important that parents intervene, when pupils strike, parents must intervene. Parents ought to be involved in the affairs of the school. They are to listen to what the school says about their children, and attend the meetings of parents in the school, in order to help to make the school a place where children are built up, not led astray and destroyed. It is very proper for parents to make sure that only good teachers are appointed in their children's school.

1.7 RESEARCH METHODS

1.7.1 Literature study

Documents, articles and books on values education will be reviewed for the theoretical orientations. Gazettes, news letters from the education department are studied to provide a picture of the South African education

environment. To offer a contrastive picture literature will also be reviewed from outside South Africa e.g. Zimbabwe.

1.7.2 Interviews

An informal or an unstructured interview will be conducted. Selected schools will be visited and interviews conducted with parents, teachers and pupils. These different stakeholders will be interviewed orally and also by means of questionnaires. Both closed and open questions will be used on these questionnaires.

1.7.3 Case study

A description of the different situations at different schools in Venda. Different situations and incidents at different schools will be investigated. Different people will be approached to find out causes of problems and solutions to the problems.

CHAPTER 2

2. VALUES EDUCATION IN AN INTERNATIONAL PERSPECTIVE

2.1 SOUTH AFRICA, A TORN SOCIETY

The future of any country is in the hands of all its children who must be reared and educated towards the attainment of responsible adulthood and full citizenship. Each child who is denied opportunities for full development becomes an economic and social burden for the country in the long-term. An investment in a child is an investment in the future of our country.

Johann Le Roux (1994 : 39) indicates that effective education offers children the right to benefit from what technology offers, but they are personally responsible for equipping themselves to profit from these benefits. Culturally poor children, however, do not receive effective education. These children are often rendered scholastically defenceless and vulnerable, and are therefore incapable of meeting scholastic demands satisfactorily.

According to him, culturally poor children are frequently confronted with the following impediments : the problem of acculturation and the ambivalence surrounding it; the low level of education, or illiteracy, of the parents; the shortage of well-trained teachers, books and educational resources. Schools in rural areas, in particular, have to make do with old buildings or without buildings, poor facilities and a shortage of well-trained staff. Therefore, culturally poor children suffer unjustly because of their situation and circumstances. Poor physical facilities and equipment is a major contributing factor to the poor quality of education in this country, and these are not conducive to effective learning and teaching. Much teaching, especially in rural areas, is conducted under trees with pupils sitting on the ground. Even in those places or communities where proper buildings have been erected, it is not uncommon to find that some essential facilities such as science laboratories are lacking. This is the picture one gets any time one visits many of these schools.

2.2 DISCIPLINE

Discipline is a major contributing factor to education - no discipline no education. Discipline in most schools have become a serious problem. There is hardly a term that passes without a school strike; without a crime being reported. Some learners are aggressive and kill each other; some even kill their teachers.

2.3 VALUE EDUCATION AS AN ANSWER

2.3.1 CHARACTER EDUCATION

According to Lickona (1996 : 93) this can be defined as the deliberate effort by schools, families and communities to help young people understand, care about, and act upon core ethical values.

Schools, families and communities should be engaged in character education because :

1. People need good character to be fully human, people need strength of mind, heart and will. People need qualities such as good judgement, honesty and empathy.

2. Schools are better places and are more conducive to teaching and learning.

3. Character education is essential to the task of building a moral society.

It is clear that societies around the world suffer severe social and moral problems such as : the breakdown of the families, physical and sexual abuse of children, violence, dishonesty, drug and alcohol abuse and the loss of respect for human life.

According to Lickona (1996 : 95) in the United States, some of the basic principles of character education are :

1. Character education promotes core ethical values as the basis of good character. It holds that there are widely shared objectively important core ethical values such as caring, honesty, fairness, responsibility and respect for self and others. It is the responsibility of the school (teachers), family (parents) and communities to teach these.
2. Character must be comprehensively defined to include thinking, feeling and behaviour. Good character consists of understanding, caring about and acting upon core ethical values. The task of character education therefore is to help learners and all other members of the community know the good, value it, and act upon it.

As such people will develop a stronger tendency to behave in accordance with the values.

3. Effective character education requires an intentional proactive and comprehensive approach that promotes the core values in all phases of school life. An intentional and proactive approach plans deliberate ways to develop character, rather than simply waiting for opportunities to occur. A comprehensive approach uses all aspects of schooling such as the teacher's example, the discipline policy, the academic curriculum which includes drug, alcohol and sex education curriculum, the instructional process, the assessment of learning, the management of the school environment and relationships with parents.
4. The school must be a caring community that helps learners form caring attachments to adults and to each other. These caring relationships will foster the desire to learn and the desire to be a good person.

The daily life of classrooms, as well as all other parts of the school environment, must teach core values such as concern and respect for others, responsibility, kindness and fairness.

5. To develop character, learners need opportunities for moral action. To

develop good character learners need many and varied opportunities to apply values such as responsibilities and fairness in everyday interactions and discussions.

6. The school must recruit parents and community members as full partners in the character-building effort.

Parents are the first and most important moral educators of their children. As such the school should take pains at every stage to communicate with parents about the school's goals and activities regarding character development and how families can help. In order to build shared ownership and trust between home and school the school must involve parents in planning and policy making. Schools and families (parents) will enhance the effectiveness of their partnership if they recruit the help of the wider community, such as : businesses, religious institutions, youth organisations, the government and the media in promoting the core ethical values.

Education in our country is in a process of transformation and as such it is experiencing many problems such as high crime rate. Therefore values that oppose criminality are important to instil in the learners.

Educative actions become visible daily in education situations. They

develop when an educator and an educand specifically relate to one another. A mother comforts her child when he or she comes to her with tears in his or her eyes; the father admonishes his son when he displays bad manners. It is clear that institutions such as schools are being set up to supplement and continue these educative activities. Home education is primarily directed at the child's emotional development, whereas the task of the school is of a more formal nature.

As the child grows older and becomes more aware of demands made on him by life, the need to accompany and guide the child systematically in his conquest of cultural and existential concepts become all the more important. For that reason the school focuses on the child's perceptions and abilities. However, this does not mean that the school can ignore the other aspects of adulthood. It is the primary task of the school to lead the child as a complete being to self-realization. The teacher's instructive education at school assists the child on his/her way to civilized adulthood.

Griessel, Louw and Swart (1995 : 67) state that education is, essentially, also the support a child is given to turn his/her world into a habitable place. According to Griessel, Louw and Swart, the human being is on his way towards a goal and he thus turns his world into a habitable place for himself

and those who follow after him. Habitation includes the acts of understanding, accepting, orientating and constituting, accepting, orientating and constituting. Every bit of subject matter in addition to its usefulness value, also has value as a means of moulding the child. The way in which the teacher initiates the learning act and helps to determine its direction and outcome, contributes considerably towards helping the child to acquire virtues such as devotion to duty, punctuality, neatness, efficiency, perseverance, honesty, helpfulness, obedience, unselfishness, self-control and responsibility.

Although the main function of teachers is to teach and to impart learning contents to the pupil in such a way that he can learn it, mental education should not be their sole aim. The school, after all, is concerned with the education of the child as a whole entity, both spiritually and physically, and that is why it is also the task of the school to develop the child effectively. The task and function of the school in the life of the child is, therefore, all-embracing and it includes the imparting or transference of knowledge, the transference of skills, and the imparting of norms, ideals and attitudes. In the school the child must be helped to acquire good habits, to follow good examples, to love what is good and to do what is right.

The present social situation needs youth preparedness. The school's or the teacher's task must meet youth preparedness. If the child is not prepared, all will be in vain. Preparedness implies that as the youth advances towards adulthood, he must be provided with ways and means to accomplish his task as a morally self-determining adult with the necessary human dignity.

In this period of transformation, new values, new attitudes, new ideas, in fact a whole new philosophy of life needs to be taught, and education is the means to do it. According to Barker's (1997 : 179) philosophical point of view, education requires involvement and commitment to certain values. One of these values is the value of commitment itself. The commitment to absolute spiritual values such as truth and love is necessary. If one is not committed to truth, for example, the term becomes meaningless in one's vocabulary; and so it is with love : for, if one is not committed to it, then it is not true love. But these three values : love, truth, commitment, need a fourth one, that of objectivity. The commitment to the principle of objectivity demands a search for truth regardless of one's worldly, and therefore lesser, commitments.

According to Van den Aardweg (1988 : 135) learning was initially thought to be the act or process which enables a person to acquire or modify his

behaviour. Learning usually occurs when an educator intervenes. When a child sits, crawls, walks or runs, he or she manifests a certain maturational level which requires little or no learning, but when a child receives instruction and practises or perceives another's behaviour or reaction to an event, he is learning an attitude or a response or he is learning a skill. Learning is the process of acquiring meaning from the potential meaning present in the learning material.

Learning may be immediate or take a long time so its course can be described as an act or a process. Learning involves the child in his or her totality. It is an action whereby new relationships are formed or existing ones are improved. Learning brings about a change in behaviour. People learn not only facts, concepts and principles but also, values and skills.

It is therefore clear that values education need to be taught to the adults-to-be so that they have suitable life in the society and that they are expected to be ready to learn and acquire the necessary values of life. During the span of growth, the child witnesses in the home and community culture, ceremonial rites. The child becomes taught by the parents, peer groups and the adult community various categories of knowledge, values, interests, attitudes, and skills useful to life.

In human kind, education is as old as humanity itself. Human beings, with a more creatively functioning brain educate more intensely. Njobe (1990 : 3) points out that the human child at an early age, so to speak, becomes adult in knowledge and experience. He further indicates that man's offspring is enabled through the recorded experience to gain advantage of the good lessons of life learnt by the parents and ancestors. A new generation, in this way, is enabled to avoid human mistakes of the past and the wisdom gained from the past becomes available for utilisation in the betterment of the quality of human life. Education in the home and society, transmits accumulated content of human knowledge in the form of information and facts; attitudes, values, interests and skills.

Deducing from what has already been said above, education occurs through interactions the child is enabled to have with the parents, peers and the social, psychological and physical environment. In the home and society, a child finds a cultural atmosphere which embodies accumulated knowledge, skills, attitudes and value systems of the society. Therefore children need to have protective parents who are responsible for making the children aware of their own personal responsibilities and then to help them carry them out. Such parents (educators) are expected to be over protective

and dominate, because the most important task of the educator (parent) is to lead a child and the child is there to be lead to adulthood. Children should follow the good example set by their parents.

As I understand it, the modes of leading and being led have always been part of the human way of being, and there is no denying their reality as a dialogue of two people humanly related in a human world. Being together and accompaniment are not simple matters. Being together is a matter of absolute necessity, as the adult is the only one who can lead the child; whereas the adult, because of the inherent nature of his being and of his adulthood, is the proper person to support an adult-to-be in such a manner that he would also become an adult, i.e. independent, morally self-supporting, responsible and accountable. This is necessary, for a full and humanly dignified life. The initial lead which child obtains in turn leads to the eventual leading of a humanly dignified life by himself or herself. This concept needs to be taken as a point of departure; for one cannot consider a child without the factor of wanting to lead, supporting and guide him or her. What has been said above explains how universally important the role of parents in values education is because the moral crisis in schools features: pupils that do not respect each other, or their teacher, or property; the absence of a work ethic in both teachers and pupils; dishonesty; the

absence of responsibility at all levels which coincides with increasing self-centredness; growing ethical illiteracy; vandalism and the rise of violence.

“In democracy, people are responsible for ensuring a free and just society. People should therefore understand and be committed to the moral foundations of democracy i.e. respect for the rights of the individual, concern for the common good, and regard for the law and be willing to assume the responsibilities of democratic citizenship.” (De Klerk 1998 : 199). “Morality as a value cannot be excluded from the classroom; it is part of the fabric of schooling. When teachers draw their pupils (learners) attention to standards of orderliness and excellence, working hard, respecting and helping others, honesty, responsibility and work ethic. Basic moral values are communicated to the learners. Teachers and schools, like parents and families, cannot avoid teaching values to children (learners)” (De Klerk 1998 : 200).

It is internationally the teachers, school's, parent's and community's responsibility to help children (learners) to develop the appropriate values and a good character.

Values education to children (learners) should be regarded as priority in life,

as no proper life can exist without it. The world of employment and business cannot operate in a moral vacuum and that schools should bear some responsibility for developing moral sensitivity and commitment in the young. No schooling of any kind can operate without values being instilled to learners.

After this general overview on values education, we could focus now more specifically on the situation in Venda (Northern Province).

CHAPTER 3

THE ANALYSIS OF THE SITUATION

3.1 INTRODUCTION

Recently Dr. Aaron Motsoaledi at that time MEC for Education in the Northern Province said : “While the whole country in South Africa is reeling at the poor 1997 matric results, we in the Northern Province continue our steady downward trend. Once more, we have been placed at the back of the pack. This week political parties, leaders, communities and individuals have been thrown into a frenzy, trying to analyse and find reasons for the failures, and emerge with solutions” (Sowetan 1998.01.14 : 1,2)

The statement by the then MEC for Education in the Northern Province just after the release of the 1997 matric results is surely revealing the real situation in education in the Northern Province of which Venda is a part. According to the then MEC for Education in the Northern Province, (Sowetan 1998 : 1 and 2) education in the Northern Province has collapsed, and the then Deputy President of the country Thabo Mbeki has confirmed the collapse by declaring Northern Province a disaster area in education at the beginning of 1996. The declaration was a reflection of the gravity of the

education situation in Northern Province especially in the far North : Venda. The very low pass rate of the grade 12 learners testifies to deep-rooted problems which needs problems identification and solutions. It was as a result of a total collapse of the culture of learning, teaching and service. Central to the solution is something that needs to be entertained by all stakeholders in education (Parents, teachers, learners, state and the community).

In 1996, community leaders historic educational summit was held in Pietersburg where all the stakeholders were represented. The summit focused on the failure rate and the lack of discipline at schools. A solemn resolution to change the tide of things in education was adopted. In April 1997, another summit of representatives of all political parties and organisation of civil society was held to talk about the failure rate and lack of discipline at schools also factors that contributes to the downfall of the economy of the country. At this meeting the following points were adopted:

1. If a learner has not attended school for a certain number of days, such a learner should be disqualified from sitting for examinations, because he or she is just not ready.

2. There must be zero tolerance by society for any form of misconduct by all involved in education.
3. The control of schools must be by all stakeholders. Parents should play their vital role of enforcing discipline of their children (Sowetan 1998 : 1,2)

When one looks at some of these resolutions taken in the different summits, it is patent that there is a crisis in education in the Northern Province. Venda as part of the Northern Province situated in the far North is also experiencing these situations. Conditions are not conducive to learning and teaching.

In that community leaders summit, church leaders were also represented and they have blamed lazy teachers and pupils (learners) who took part in political protests during school hours as the chief reasons for the Northern Province coming bottom of the class in South Africa's matriculation examination.

The provinces's matric pupils achieved a 31,8% pass rate in 1997, the worst in the country. It was even worst than the 1995 statistics (see 1.2.5) Gauteng produced an overall pass rate of 51,5%, the Free state got 42,3% pass, KwaZulu Natal produced a 54% pass, the Eastern Cape pass rate

was 46% while the Western Cape matrices scored a 77% pass rate, the Northern Cape notched a 63% pass rate, Mpumalanga got a 54% pass rate and the North West clocked a 50% pass rate (Challenge, 1998, Feb/March : 9).

Reacting angrily after the release of the results in that summit, church leaders accused teachers and learners of spending too much time fighting battles outside the classroom. They further said that the low pass rate was due to a serious lack of commitment by all involved in education in the province. Parents also carried the blame of not intervening.

3.2 THE SITUATION IN VENDA

Some schools in Venda still have school committees and other schools have already elected governing bodies. i.e. School Governing Bodies and Parent-Teachers Associations in accordance with the official educational policy. The body is composed of three parties : the representatives of the parents, the representatives of the teachers, and the representatives of the students in secondary schools. In primary schools the bodies are composed of the parents and the teachers only.

In some schools even though the bodies have been elected, no meetings are held. One finds the representative of parents not knowing what is taking place at the school. When it comes to parents meeting, some schools take a year without having held parents meetings, other take two to three years without having parents' meetings. This is a state in which one finds parents being very much ignorant of what is taking place at schools, which is to be ignorant of the education of one's child.

According to the views of some principals during interviews in 1998 there are schools that hold a parents' meeting once a year. Those schools have few children who are disciplined who get good results in their examinations. Where there is a lack of discipline learners do not pass at all.

In these schools there are teachers who are not willing to accept parents as partners and role players in any decision making. Those are the ill behaved teachers who have love affairs with school children and are lazy. They dislike the participation of the parents, and they do not play their role of attracting and inviting parents to school as it is parents' democratic right as they are the key stakeholders in education. Such teachers fear that parents will condemn their actions. In such schools moral values have deteriorated terribly, hence a lot of dropouts and teenage pregnancies.

There are also schools which are staffed with faithful and reliable teachers, who always invite the participation of the parents. Such teachers welcome the presence of the parents. There are also parents who are reluctant and who hesitate to participate fully.

According to the reporter (Mirror 1996 : 1) a certain school with an enrolment of over a thousand pupils was in chaos for two months. Students were not attending lessons. They embarked on a strike demanding the expulsion of the Headmaster of the school because there were allegations that he (principal) had love affairs with a school child.

Teachers were ready to teach but students did not want to get in the classrooms. They lost so many days without doing anything. Parents just looked at the issue and remained aloof from it. They hesitated to intervene. It resulted in an undisciplined atmosphere. This happened at the beginning of 1996 (Mirror 1996 :1).

An example of teacher-parent cooperation in the best interest of the learners is the following incident. In 1995 at another Senior Secondary School with an enrolment of over one thousand and two hundred pupils, and over thirty

teachers, pupils embarked on a strike. Pupils there were revolting against corporal punishment. They wanted to do as they wished: they came to school late; they left the school before the actual time; and they did not do their homework. There was an obvious crisis at that school, the principal and the staff, together with the governing body resolved that students would be dismissed and they should apply for readmission. Students were against that, defying the orders of the administration, parents were called and told to re-register their children. Parents agreed that each parent should go and take his or her child from the chanting mob, and register him or her. At the same time the child before his or her parent should take an oath that he or she would abide by the rules of the school. Parents stood firm and supported the teachers. Those pupils who were rude and disobedient were forcefully compelled by all the parents to leave the school, and only those who were ready for schooling were readmitted.

After such resolutions, there was peace at school, there was discipline. Teachers became so strict in maintaining discipline. Parents told teachers to do their work strictly. At the end of that year that school was one of the best schools in terms of results. It is today one of the most popular schools in Venda known for its good results and disciplined students. The

intervention of parents solved the problem. According to an interview (Parent, Tshivhase Secondary School : 1996).

Generally speaking, results of matriculants in Venda in the Northern Province are very poor. One of the results of the high rate of dropouts is a high crime rate. It happens often that youths are arrested in well known department stores and shops when they are shop-lifting and pick pocketing. Some times youths are arrested in groups for breaking houses and shops.

This is as a result of lack of discipline in the society, because of parents who are not effectively involving themselves in the education of the youth.

Women are raped and cases of raping are increasing. There is a lot of children not going to school. During school hours, children are found washing taxis and cars. (Own observation 1995 & 1996).

Such children are not orphans. Some have got parents; such anti-social behaviour is mainly because of the absence of the participation of the parents in the education of their children. Should parents commit themselves to the education of their children, such conditions would improve.

During school hours, some pupils are seen lingering along the roads and in towns. The researcher asked some of the pupils he had met, why they were out lingering during school hours. They answered that teachers were not teaching, they were doing nothing. The researcher went to the school to find out, only to find that teachers were indeed busy teaching. Those pupils were only telling lies. During those days (school opening days) some pupils go to school being late, they are not punctual. This is so because most of the pupils in this region are undisciplined, due to the lack of parental control and guidance. (Own observation 1996).

One pupil once wrote a remarkable letter to the editor of an education journal in which he expressed his feeling about the situation at school, about certain behaviours at school. Because of the relevance of the issue the full text of the letter is quoted. The heading of his letter was "WHO IS RESPONSIBLE?" "I would like to share my feelings with my fellow pupils. I am a standard ten student and am very sad about the dreadful failure rate, especially in black education. I think parents bear the responsibility for the education of their children, but they just do nothing. Our parents, I blame you! Why don't you stand up and fight for the education of your children? I repeat, I blame you. My advice to my fellow students is : You must stop boycotting classes. What you should do, is to pay attention to your school

work. Don't forget that each and everyone is the architect of his or her own future. If we cannot stop what we are doing, I think our future will be a failure, but if we forget about mass action and the like, the pass rate will increase.

To you teachers, I say : do you really think a chalkdawn is the way in which education will be improved? If it has never been successful before, why not try a better way?

Teachers, you should also stop falling in love with pupils. Bring back the respect and dignity teachers once enjoyed in our community.

Pupils, you should wear your uniforms to school every day. Most importantly, pupils you should stop carrying weapons to school." (Educamus 1994 : 4).

This outcry, from the heart of a concerned learner is a clear indication of the serious situation in education. This reveals the situations in schools in Venda in the Northern Province. Parents are the responsible people, they are the solution to the problematic situations at our schools in Venda in the Northern Province. They should be given opportunities to intervene and

they are expected to be seen acting. For education in Venda cannot do without their participation. Parents should show teachers the way, that whatever their reasons, teachers should not resort to the means used by other workers when trying to settle labour disputes. Even some of the pupils have already realised that parents have important role to play in their education.

According to the newsletter for the Legislature of the Northern Province (1998 : 7,8) the following is the comment by the honourable member of the provincial legislature, Northern Province, Mr T.G.G. Mashamba, after the release of the 1997 matriculation results. The heading of his comment is; **THE GENERAL PUBLIC RESPONSE** : "The initial general public response to the 1997 matriculation results was one of great consternation, shock and disbelief bordering on despair! There was a general public outcry, expressing great disappointment and bafflement by what the public experience as an incomprehensible catastrophe of inexplicable proportions. The questions in everyone's mind were : Why did it happen? Who and/or what was responsible? Who and/or what was to blame? How could it have been avoided? How could it be avoided?

The public's diagnoses of the 1997 matriculation results disaster or

catastrophy have been varied and conflicting. There have been a lot of finger pointing, of accusations and counter-accusations between teachers and students, parents and education officials and departments' politicians of different persuasions and the education ministry, etc.

Each constituency or stakeholder has held the others responsible. Teachers have been accused of being lazy, unqualified, irresponsible and uncaring; pupils have been accused of not paying enough attention to their studies and to their general indiscipline. Parents have been chided for not showing or taking enough interest in the education of their children; education officials, departments and the ministry have been pulled over hot coals for not providing the necessary educational facilities in the schools and for mismanagement of the whole educational system. Politicians have also blamed each other for this state of affairs. Those from the old dispensation have blamed the new politicians for having messed up an otherwise excellent education system and the "new politicians" have blamed the old apartheid order for the chaos in schools and the resultant poor matriculation results.

Indeed, whereas there has been a hundred percent national consensus in characterizing the 1997 matriculation results as a national disaster, there

has been no unanimity on who has been or was responsible for this disaster. However beyond and above the din and thunder of accusations and counter-accusations, another national consensus has ultimately emerged as to what is to be blamed for the poor 1997 matriculation results. There is wide acceptance that this has been due to the lack or absence of the culture of learning and teaching in our schools or in most of them, especially in historically black schools, mostly historically African schools.

Indeed, some people have argued that in the former private and now independent schools and historically white schools, matriculation results have been far much better than in historically black schools because the culture of learning and teaching in those schools has remained almost intact even in the new dispensation.

Others have pointed out that even in some historically black and African schools results have been surprisingly excellent because, for some reason or other, discipline and the culture of learning and teaching in those schools too, have been maintained. It is pointed out, too, that even some schools that are poorly provided for, materially, have been able to do well because of the presence of the culture of learning and teaching in those schools.

Further and contrary to all expectation there has also been an uneasy consensus that the culture of learning and teaching in our schools was destroyed by the struggle against apartheid.

The culture of boycotts and toy-toying is blamed for the erosion of the culture of learning and teaching. On the one hand, political parties from the old order blame parties and other organisations (student and teacher organizations) from the liberation movement for having politicized education and used students to disrupt schooling for political purposes and thus undermining and destroying the culture of learning and teaching. On the other hand, political parties and organizations from the liberation movement, whilst resenting the criticism from the parties of the old order, quite magnanimously but very ironically, admit that their struggle against apartheid and apartheid education has destroyed the culture of learning and teaching. There are even calls to those who participated in those struggles to move away from struggle politics, from the politics of confrontation, to the politics of reconstruction and development, of the transformation of the education system in the spirit of national reconciliation and co-operation. There have been calls to students to leave politics alone and concentrate on their studies. Needless to say, there have been heated debates and confrontations between the minister and the departments of education on

the one hand, and students and teachers on the other, to the glee of parties from the old order who see in this the weakening and disintegration of the unity of the progressive forces.

However, there has been a national agreement that, “the way out of the educational crisis and to the improvement of matriculation results in particular is the restoration of the culture of learning and teaching and service.” (Newsletter for the Legislature of the Northern Province 1998 : 7,8).

The comment above by the member of the Provincial legislature Northern Province is an indication that the situation in schools in the Northern province is a serious problem which needs a solution. According to the member the matriculation results in a few schools were far better than those in other schools because parents of those few schools which produced better results participated actively and effectively in the education of their children. I think that those who did very poorly was because of lack or absence of the participation of parents. There cannot be a culture of learning and teaching if parents are not effectively participating. In order to restore the culture of learning and teaching and service in schools in Venda in the Northern Province there need to be active participation by parents in the education of their children.

A sixteen-year old grade 11 pupil of a school in region 3 in Venda appeared in the Thohoyandou Magistrate's Court on Monday the 27th May 1996 on a charge of attempted murder (Mirror 31 May 1996 : 1). The case arose from an incident at the school, when the accused, the grade 11 (pupil) chopped his Geography female teacher with a panga (a big knife) within the school premises.

According to a police report, the pupil was not on good terms with the teachers at the school. His attitude was influenced by his failure to do his school tasks (work) as ordered by the teachers. The boy's parents had once been summoned to the school to be informed about their son's behaviour. Even after the meeting, the boy continued with his wrong attitude towards the teachers.

On the day of the incident, the boy engaged in a quarrel with the teacher about his work. Moment thereafter, the boy vanished from the school premises and returned with a panga (a big knife). An argument then broke out between the female teacher and the boy and the boy chopped her all over her body. The incident took place in the presence of other teachers

and pupils. The female teacher was rushed to Tshilidzini Hospital where she was treated and the boy was arrested (Mirror 31 May 1996 : 1).

According to the SGB secretary of one of the schools in Venda ,pupils were writing monthly tests. It was a formal test with invigilators. In grade 10 and 11 while invigilating teachers were moving around, they noticed that there were some boys who had hats on, during the course of the test. The invigilating teachers took the hats off the boys, but when they tried to take the hat of another boy, trouble started. The two teachers who confiscated the hats became the victims of the situation as the boys attacked them on their way home.

The principal intervened and called the executive committee of the governing body to quickly solve the dispute.

The principal asked the boys to come to school with their parents. The boys did not only come to school without their parents but they organised strike whereby the whole school (pupils) demanded the expulsion of the principal. They claimed that the principal was over strict. They threatened that they would not be taught until the principal was expelled. For three weeks there

was no schooling while teachers instead were reporting at the Area Office. Pupils vandalised the school and the principal's office.

Local different structures called parents for a meeting. They looked at the demands by the pupils that the principal should go because he was over strict. The structures together with the parents who managed to come found that the principal was not guilty as he was executing the policy of the school.

The school had an enrolment of 934 pupils, and at that meeting, only 50 parents attended. The few parents together with the structures managed to restore peace enabling teaching and learning to start again. Examination results in the school that year were as follow :

Grade 8 pupils were 306, and only 26 pupils passed.

Grade 9 pupils were 224, and only 49 pupils passed.

Grade 10 pupils were 108, and only 40 pupils passed.

Grade 11 pupils were 156, and only 19 pupils passed.

Investigations which were conducted revealed that there were some elderly people in the community who were instigating the strike because of personal differences with the principal. They had a political agenda (SGB Secretary's minutes 1994 : 12).

The voice of parents who sincerely want to make a contribution is drowned out by people who have political agendas. This has resulted in many parents keeping away from school activities.

Another problem, is the unprofessional attitude of some teachers. Their attendances is irregular with a lot of absenteeism during Monday, Friday afternoons and on days when they are paid. Such misconduct include being drunk. There are those teachers who are just cheque collectors, they do not do preparations for their lessons, and the worst part of it, they do not correct the pupils' scripts after examinations, (Own observation 1995).

In a school in the Northern Province a bundle of scripts was found in the toilet pit. Scripts had not been marked, the subject teacher had thrown them inside the pit and had just allocated marks (MEC for education reported in the principals' meeting 1996).

Teachers often very glibly put the blame on their pupils when they see a general weakness in student academic performance by saying : "You don't study hard enough." However, many of them ignore their own part in this

issue that they don't attend their own periods during the day, simply dishing out notes and homework, dealing with the subject matter in class.

The reason pupils have teachers is to guide them and instruct them; otherwise, the teaching profession would be completely redundant! Teachers should remember that teaching is more than a career. It is in fact a calling. Parents are to stand up and act decisively, lest the children suffer. They must think about the future of their beloved children.

Some parents, when approached, said that while they were concerned about their children's education, circumstances have forced them to stay away from meetings because of lack of democratic procedures in most meetings. They accuse certain organizations of forcing their agendas on the community. Another parent once said that there is no room given for a dissenting voice since such a parent may then be intimidated. If you disagree with them, they shout you down, and you feel threatened. Many parents in the region have decided to stay away from parents' meetings called by the schools, because teachers who have affiliated with some of the organisations abuse their children by politicizing them in order to achieve their own goals. Children become rude and disobedient. Parents have

decided therefore to stay away to avoid endorsing decisions they do not agree with.

Even if certain organisations and bad teachers try to push through their agenda, parents have a right to differ, and this problem can still be overcome if parents make full use of their power and influence. Through their power and influence they can still manage to convince the teacher's organisations, teacher, pupil's organisations and pupils.

Sex abuse charges which were probed at a school in the North, revealed a very unpleasant picture of the situations at some of the schools in the North. Five lady teachers ordered at least 16 children, aged between six and eleven years to act out sexual acts, and made other pupils take part in sexual intercourse, resulting in some of them sustaining injuries.

The researcher is a principal of a Secondary School in Sibasa Circuit, in Thohoyandou Area in the Northern region in Venda. As the head of the school, the researcher experienced a difficult situation when a grade 11 student stabbed to death his schoolmate, a grade 12 student. The boy was about to sit for his grade 12 examination which was to commence on the 14th October 1997. According to the information received by the principal

(researcher) the quarrel started while those pupils were drinking beer and smoking dagga.

It happened on the 3rd October 1997. The following week there was no teaching at the school. As the head of the school the researcher convened meetings in order to bring back teaching and learning atmosphere at the school. The participation of parents in that situation was a remedy. Such an experience proved to the researcher that parents in the education of the child in Venda play the most important role. (Own observation, October 1997).

According to the information the researcher received from the vice-principal of another Secondary School (25 March 1998), a learner in grade 12 came to school on the 25 March 1998 not properly dressed. The teacher in charge of the dress code in the school approached him as he was inspecting the uniform. According to the information, the boy was under the influence of dagga. The boy threatened the teacher (educator) and the educator took the matter to the principal. The principal warned the boy. He was not punished. The boy dodged the following classes.

Later the boy came back to school and went to the grade 9A class where the

principal was teaching. He stabbed the principal twice in his chest. It was a planned attack. The principal collapsed. Learners in that classroom fled.

Fortunately, some of the teachers were bold enough to rush the principal to the hospital where he was urgently transferred to the regional hospital. The principal stayed in the hospital for a month.

Situations such as these are not conducive to the proper teaching and learning. Educators and learners in some of the schools in Venda in the Northern Province are not safe. Parents should intervene. Educators cannot adequately educate children in such situations. Parents as stakeholders should try to create a learning environment which allows children (learners) the right to learn safely and educators to exercise their authority fully without being intimidated.

Discipline, especially, in secondary schools in Venda in the Northern Province has become a serious problem. There is hardly a term that passes in Venda without a school strike, without some kind of rebellion among school pupils. The typical examples are the ones already mentioned, where a learner has stabbed another learner to death and where a learner has

stabbed the headmaster just because the learner was warned to wear his school uniform.

Open channels of communication as well as face to face discussion with parents can avoid most of the indiscipline reported in secondary schools nowadays in Venda. It is important that parents make themselves available to their pupils and teachers. The problems which have been highlighted here are serious stumbling blocks in proper education in Venda in the Northern Province. One of the major reasons why education is in a mess in Venda is the absence of effective school governance. For this to be successful, parents must take responsibility for the education of their children by participating meaningfully in the governance of their schools.

Professionals like, doctors, lawyers, nurses, policemen, accountants, retired teachers and inspectors ought to be encouraged to participate in school governance.

It will ensure that the enlightened sector of our society in Venda takes control of school governance.

To save education and to ensure that the children in Venda in the Northern

Province are assured a bright future, the community as a whole, i.e. government, parents, chiefs, churches, political organisations, business, labour, etc. ought to support the education of the child.

3.3 STATISTICS

To further elaborate on the situation, the grade 12 results statistics of 1997 and 1998 have been compiled, figure 3.1. is the regional statistics of region 3.

Figures 3.2 and 3.3 are the statistics compiled at the area levels. (pp69) Figure 3.2 is Thohoyandou Area and figure 3.3 is Mutale Area. According to the two sets of statistics there are schools with failure rate of more than 80%. (Department of Education. Northern Province : 1997) The problem areas are indicated as bottom 20.

The few schools that obtained 100% passes like Mbilwi and Technical High were visited by the researcher.

According to the information received from the principals of the two schools, there is a healthy and cordial partnership between the parents and the

teachers. Ensuring disciplined students Parent-Teacher Student Association or school governing bodies of such schools hold meetings regularly. As a result of these regular consultations at Mbilwi Secondary School, they have introduced Saturday and Winter classes.

According to (Sunday Times Top Schools, September 13, 1998); Mbilwi Secondary School, Sibasa, Northern Province, right in the rural village of Sibasa near Thohoyandou was the well-deserving winner of the Liberty Life/Sunday Times Award for Achievement in Education.

Known as a "Science School" Mbilwi Secondary achieves top academic results every year, winning one award after another in its region (northern) in astounding defiance of the difficulties it faces : some classrooms are crumbling to the ground, water supply is intermittent and pit toilets are used, black boards are falling off walls, ceilings are rotting, there are not enough teachers, there are no computers, and text books are not enough, no enough desks, not to mention chairs, and stationery are very scarce.

Even though the situation is like that Mbilwi Secondary School still achieves good results. According to the Principal of the school, Mr Nditsheni Ramugondo (Sunday Times Top Schools, September 13, 1998) there is

only one secret! Discipline. He is well aware that the path to scholastic success lies less in resources than it does in attitude; that the real route to achievement is commitment, ambition and cooperation of the school community. According to him, his school is proof of this : There is discipline, which is a key in Education, i.e. in teaching and learning situation. There is commitment, ambition and cooperation by all. Parents are committed to the education of their children.

When asked how his school achieves these results every year, Mr Ramugondo said: "Success has a way of breeding success. When children come here they know they have to prove themselves. Teachers and pupils are sort of intimidated into feeling they must do something extraordinary here. The only thing we really have here is commitment and the fact that when we decide on things we make sure they are followed up. That is discipline. Some of the teachers have the minimum teaching qualifications. Most have junior degrees, yet they are producing excellent results. This shows that teacher qualifications means nothing. What is important is teacher commitment." (Sunday Times, September, 13 1998 : 1).

What the principal, Mr Ramugondo, is emphasising is the fact that in order to do well at school, there need to be discipline, and commitment by all.

Learners need to be ready, teachers need to be committed and there should be full participation by parents.

Because of this situation at Mbilwi which is conducive to learning and teaching the school achieves good results every year and receives awards each year. Since 1995 there has been a 100% pass rate and of 228 pupils who have got their matric over those three years, only eight did not get matric exemption. The last three years have seen a 100% matric exemption rate. Therefore it is clear that the role of parents in the education of the child can play a major part in the life of the child. The need to a healthy partnership between the school and the parents of learners in any particular school. What Liberty Life does is also commendable. It motivates and encourages learners that to be a disciplined learner ensures rewards.

According to Du Preez and Malan (1989 : 7-18) what determined the positive education climate at the learning centre or school is the interpersonal relationship between the principal, educators (teachers), learners and parents. Parents form the utmost important part. All the stakeholders need to be bound by the cordial friendship.

NORTHERN PROVINCE

DEPARTMENT OF EDUCATION, ARTS, CULTURE AND SPORTS

REGION 3**STANDARD TEN FINAL STATISTICS 1997 FULL TIME EXAMINATION**

AREA	NO. WROTE	M. PASS	M. %	S. %	S. %	TOTAL PASS	%	FAIL	%
Malamulele	5558	359	6.4	1819	32.7	2178	39.2	3380	60.8
Mutale	1984	179	9.0	783	39.5	962	48.5	1022	51.5
Sekgosese	5207	273	5.2	1036	20.0	1309	25.	3898	75.0
Soutpansberg	6802	545	8.0	2199	32.3	2744	40.3	4058	59.7
Thohoyandou	3891	470	12.0	1548	39.8	2018	51.9	1873	48.8
Vuwani	3656	297	8.1	1203	33.0	1500	41.0	2156	59.0
TOTAL	27098	2123	7.8	8588	31.7	10711	39.5	16387	60.5

COMPILED BY MS NEMARANZHE A.N.**REGIONAL OFFICE: NORTHERN REGIONAL (3)**

Figure 3.1

EXAMINATION STATISTICS STD 10 FOR NOVEMBER 1997

NAME OF SCHOOL	NO. WROTE	M PASS	PASS %	S PASS	S %	NO. PASS	PASS %	FAIL	%
1. AZWIFARWI ✕	260	19	7,3	106	40,8	125	48,1	135	82,6
2. BABABA	45	6	13,3	14	31,1	20	44,4	25	55,6
3. DENG TSHIVHASE	30	4	13,3	25	83,3	29	96,7	1	3,3
4. DENGENYA	118	11	9,3	43	36,4	54	45,8	64	54,2
5. DZWABONI	39	5	12,8	20	51,3	25	64,1	14	35,9
6. FHATUWANI	77	5	6,5	34	44,2	39	50,6	38	49,4
7. F. RASIMPHI	89	22	24,7	49	55,1	71	79,8	18	20,2
8. GOLE ✕	23	2	8,6	2	8,7	4	17,4	19	82,6
9. GUVHUKUVHU	78	6	7,7	28	35,9	34	43,6	44	56,4
10. J. SHAVHANI	47	7	14,9	20	42,6	27	57,4	20	42,6
11. KHADZINGE	12	-	-	6	50	6	50	6	50
12. LIIVHA	11	6	54,5	3	27,3	9	81,8	2	18,2
13. LUPHAI	81	4	4,9	20	24,7	24	29,6	57	70,4
14. MBILWI	59	59	100	-	-	59	100	-	-
15. MPFARISENI	56	2	3,6	17	30,3	19	33,9	37	66,1
16. MPHAPHULI	114	23	20,2	69	60,5	92	80,7	22	19,3
17. MUHANELWA	25	1	4	12	48	13	52	12	48
18. MUHUYUWATHOMBA	104	8	7,7	58	55,8	66	63,5	38	36,5
19. MUKHWANTHELI	80	7	8,6	20	25	27	33,7	53	66,3
20. MUKULA	94	6	6,4	45	47,9	51	54,3	43	45,7
21. MUVHAVHA	36	-	-	21	58,3	21	58,3	15	41,7
22. NTHETSHELESENI	38	9	23,7	22	57,9	31	81,6	7	18,4
23. PHASWANA	114	8	7	22	19,3	30	26,3	84	73,7
24. R. TSHINANNE	63	2	3,2	13	20,6	15	23,8	48	76,2
25. RALUSWIELO	129	16	12,4	63	48,8	79	61,2	50	38,8
26. RALUVHIMBA	61	7	11,5	33	54,1	40	65,6	21	34,4
27. RAMUGONDO	57	6	10,5	21	36,8	27	47,4	30	52,6
28. SAM MAVHINA	92	1	1,1	23	25	24	26,1	68	73,9
29. SILEMALE	97	13	13,4	38	39,8	51	52,6	46	47,4
30. THASE	108	6	5,6	50	46,3	56	51,9	52	48,1
31. THINASHAKA	68	5	7,4	34	50	39	52,9	29	42,6
32. THIVHILAELE ✕	77	1	1,3	7	9,1	8	10,4	69	89,6
33. THOHOYANDOU SEC	63	25	39,7	31	49,2	56	88,9	7	11,1
34. TECHNICAL HIGH	38	22	57,9	16	42,1	38	100	-	-
35. THUSALUSHAKA	31	1	3,2	20	64,5	21	67,7	10	32,3
36. TSHADAMA	37	-	-	13	35,1	13	35,1	24	64,9
37. TSHIDIMBINI	87	11	12,6	28	41,2	39	44,8	48	55,2

NAME OF SCHOOL	NO. WROTE	M PASS	PASS %	S PASS	S %	NO. PASS	PASS %	FAIL	%
38. TSHIKEVHA	17	7	41,2	7	41,2	14	82,4	3	17,
39. TSHILALA	154	6	3,9	53	34,4	59	38,3	95	61,
40. TSHIVHASE	180	64	35,6	104	57,8	168	93,3	12	6,
41. T. MASIAGWALA	92	6	6,5	34	37	40	43,5	52	56,
42. W. THEMELI	156	5	3,2	43	27,6	48	30,8	108	69,
TOTAL	3237	417	12,9	1765	54,5	1711	52,8	1526	47,

Figure 3.2

1997 GRADE 12 SUMMARY OF RESULTS

SCHOOL	WROTE	M	%	S	%	PASSES	%	FAIL	%
Dyelamanavha	24	10	41,9	9	37,5	19	79,2	5	20,8
Dzimauli	49	2	4,1	6	12,2	8	16,3	41	83,7
Ethetani	52	1	1,9	5	9,6	6	11,5	46	88,5
Fanyani	54	2	3,7	24	44,4	26	48,1	28	51,9
Khangale	38	7	18,4	14	36,8	21	55,3	17	44,7
Lunwanngwe	38	1	2,6	12	31,6	13	34,2	25	65,8
M. Ratshalingwa	61	3	4,9	17	27,9	20	32,8	41	57,2
Muvhengo	35	5	14,3	23	65,7	28	80,0	7	20,0
Makuya	62	-	-	14	22,6	14	22,6	48	77,4
Malilele	39	1	2,6	18	46,1	19	48,7	20	51,3
Mamphodo	33	3	9,1	18	54,5	21	63,6	12	36,4
Matavhela	49	4	8,2	31	63,3	35	71,5	14	28,5
Mphalaleni	87	4	4,6	35	40,2	39	44,8	48	55,2
Mubalanganyi	48	7	14,6	30	62,5	37	77,1	11	22,9
Mutshutshu	48	1	2,1	7	14,6	8	16,7	40	83,3
Ndarieni	78	6	7,7	31	39,7	37	47,4	41	52,6
Niani	61	3	4,9	16	26,2	19	31,1	42	68,9
Nyadzani	30	9	30,0	12	40,0	21	70,0	9	30,0
Phophi	44	5	11,4	23	52,3	28	63,7	16	36,3
Rambuda	131	4	3,0	52	39,7	56	42,7	75	57,3
Ratshibvumo	44	3	6,8	12	27,3	15	34,1	29	65,9
Ratshilumela	56	5	8,9	31	55,4	36	64,3	20	35,7
Ratshisase	75	-	-	13	17,3	13	17,3	62	82,3
R. Mbulungeni	52	5	9,6	26	50,0	31	59,6	21	40,4
Sumbana	39	4	10,3	21	53,8	25	64,1	14	35,9
Thathe	51	8	15,6	19	37,3	27	52,9	24	47,1
Thengwe	139	39	28,1	74	53,2	113	81,3	26	18,7
Todani	61	4	6,6	23	37,7	27	44,3	34	55,7
Tombolagole	73	6	8,2	34	46,6	40	54,8	33	45,2
Tshikundamalema	63	1	1,6	11	17,5	12	19,1	51	80,9
Tshiwangamatembele	46	3	6,5	25	54,4	28	60,9	18	39,1
Vele	67	11	16,4	42	62,7	53	79,1	14	20,9
Vhutavhatsindi	43	4	9,3	19	44,2	23	53,5	20	46,5
TOTALS	1870	171	9,1	747	39,9	918	49,1	952	50,9

Figure 3.3

CENTRE	WROTE	M-PASS	%	S-PASS	%	TOTAL	%	FAIL	%	
1. Khavhambe	33	3	9,1	18	54,5	21	63,6	12	36,4	
2. Malilele	41	5	12,1	15	36,6	20	48,8	21	51,2	
3. Rambuda	39	2	5,1	14	35,9	16	41,0	23	59,0	
	113	10	8,8	47	41,6	57	50,4	56	49,6	


 AREA MANAGER : MUTALE

Figure 3.4

DEPARTMENT OF EDUCATION

NORTHERN REGION (REGION 3)

BOTTOM 20

NAME OF SCHOOL	AREA	NO WROTE	M	S	Total	%	Fail	%
1. Mamafha	Sekgosesese	31	0	3	3	10	28	90,3
2. Sinugani	Soutpansberg	44	1	4	5	11,4	39	88,6
3. Vhudzani	Vuwani	44	1	4	5	11,4	39	88,6
4. J. Lavhengwa	Soutpansberg	61	0	7	7	11,5	54	88,5
5. Niani	Mutale	45	0	6	6	13,3	39	87,7
6. Lephai	Sekgosesese	182	2	24	26	14,3	156	85,7
7. Vhaluvhu	Sekgosesese	224	5	29	34	15,2	190	84,8
8. Seale	Sekgosesese	26	2	2	4	15,4	22	84,6
9. F. Ravele	Soutpanaberg	118	3	16	19	16,1	99	83,9
10 Masedi	Sekgosesese	260	6	26	42	16,2	218	83,3
11 Radzambo	Vuwani	43	0	7	7	16,3	36	83,7
12 Makgato	Sekgosesese	133	4	18	22	16,5	111	83,5
13 Kgolakaleleme	Sekgosesese	175	2	27	29	16,6	146	83,4
14 George Sonto	Malamulele	132	2	20	22	16,7	100	83,3
15 Swobani	Soutpansberg	106	1	17	18	17,0	88	83,0
16 Mukhwantheli	Thohoyandou	90	5	11	16	17,8	74	82,2
17 Maruatona	Sekgosesese	70	1	11	13	18,5	57	81,4
18 Kgarahara	Sekgosesese	102	4	15	19	18,6	83	81,4
19 Dzimauli	Mutale	43	3	5	8	19,0	35	81,0
20 Tshipakoni	Vuwani	152	2	27	29	19,1	123	80,9

BOTTOM -20

NAME OF SCHOOL	NO WROTE	M PASS	S PASS	TOTAL	% PASS	TOTAL <i>FAIL</i>	%	1998 POSITION
George Sonto	132	02	20	22	16,67	100	83,33	38
Nkatini	244	05	42	47	19,26	197	80,74	37
Shigamani	104	03	21	24	23,08	80	76,92	36
P.P. Hlungwani	132	08	25	33	25,00	99	75,00	35
Ntlhaveni	121	03	28	31	25,62	90	74,38	34
Basopa	117	06	24	30	25,60	87	74,40	33
Nghezimani	168	06	44	50	29,76	118	70,24	32
Movhe	67	02	18	20	29,85	47	70,15	31
Jim Chavani	221	05	64	69	31,20	152	68,80	30
Adolph Mhinga	92	05	25	30	32,60	62	67,40	29
Ntodeni	117	08	31	39	33,33	78	66,67	28
Shirilele	233	05	75	80	34,33	153	65,67	27
Humula	198	10	59	69	34,85	129	65,15	26
Ranndogwana	86	08	22	30	34,88	56	65,12	25
Photani	201	95	66	71	35,32	130	64,68	24
Limbedzi	52	03	16	19	36,54	33	63,46	23
Funzwani	109	09	32	41	37,61	68	62,39	22
Tondalushaka	166	14	49	63	37,95	103	62,05	21

/mm

MUTALE

BOTTOM 20. 1998 STD 10.

SCHOOL	WROTE	M	%	S	%	PASS	%	FAIL	%
1. Niani	45	—	0.0	6	13,3	6	13,3	39	86,7
2. Dzimauli	43	3	7,0	5	12,0	8	19,0	35	81,0
3. Mutshutshu	54	1	1,9	10	18,5	11	20,4	43	79,6
4. Tshikundamalema	59	4	6,8	9	15,3	13	22,0	46	78,0
5. Makuya	54	—	0.0	13	24,1	13	24,1	41	75,9
6. Ratshibvumo	64	6	9,4	13	20,3	19	29,7	45	70,3
7. Ratshisase	87	1	1.1	26	30,0	27	31,0	60	69,0
8. Fhetani	28	—	00	9	32,0	9	32,0	19	68,0
9. Lunwanngwe	46	3	7,0	13	28,0	16	35,0	30	65,0
10. Rambuda	193	12	6,2	57	29,5	69	35,8	124	62,2
11. Todani	54	3	5,6	19	35,2	22	40,7	32	59,3
12. Mamphodo	34	—	00	15	44,1	15	44,1	19	55,9
13. R. Mbulungeni	89	5	5,6	35	39,3	40	44,9	49	55,1

NAME OF SCHOOL	WROTE	M	S	TOTAL	%	F	%
. Vhudzani	44	1	4	5	11.4.	39	88.6
. Radzambo	43	0	7	7	16.3.	36	83.7
. Tshipakoni	152	2	27	29	19.1	123	80.9
. Luvhaiivhai	38	1	7	8	21.1	30	78.9
. Mafanzhoni	81	2	17	19	23.5	62	76.5
Ramauba	167	5	39	44	26.3	123	73.6
. Matodzi	25	0	7	7	28.0	18	72
. Mavhungu Andries	110	5	27	32	29.1	78	70.9.
. Lwenzhe	101	3	28	31	30.7	70	69.3
0.Shondoni	174	6	48	54	31.1	120	68.9.
1.Ongedache	51	1	1	18	35.3	33	64.7
2. Lwandani	130	2	44	46	35.4	84	64.6 64.6
3.Tshiemuemu	145	4	49	53	36.5	92	63.4
4. Maswie	83	9	21	30	36.1	53	63.9
5.Muthurwana	87	4	28	32	36.8	55	63.2
6. Vhafamadi	150	4	54	58	38.0	92	61.3
7.Thambatshira	72	4	24	28	38.8	44	61.1
8.Tshilavhutume	48	2	17	19	39.6	29	60.4.

BOTTOM 20 SOUTPANSBERG AREA

	NO.WROTE	M	S	TOTAL	%	F	%
1. Sinugani	44	1	4	5	11.4	39	88.6 -
2. J.Lavhengwa	61	0	7	7	11.5.	54	88.5
3. F.Ravele	118	3	16	19	16.1	99	83.09
4.Swobani	106	1	17	18	17.0	88	83.0
5.Mphephu	262	10	45	55	21.0	207	79.0
6.O.Davhana	152	3	29	32	21.1	120	78.9
7.Mmilige	134	2	27	29	21.6	105	78.4
8.Livhuwani	98	6	17	23	23.5	75	76.5
9.Musina	143	8	26	34	23.8	109	76.2
10.Tshifhena	237	8	51	59	24.9	178	75.1
11. Mathede	72	1	17	18	25.0	54	75.0
12. Ndwelani	124	3	29	32	25.8	92	74.2
13. Thokampe	135	8	28	36	26.7	99	73.3
14.Sinthumule	238	13	52	65	27.3	173	72.7
15.Nndavheleseni	72	2	18	20	27.8	52	72.2
16. Ramashia	74	5	16	21	28.4	53	71.6
17. Litshothu	244	28	42	70	28.7	174	71.3.
18.Vhulaudzi	189	9	47	56	29.6	133	70.4
19.J.Thifhulufhelwi	181	12	42	54	29.8	127	70.2.
20.Tshirululuni	53	3	13	16	30.2	37	69.8.

BOTTOM 20 SEKGOSESE AREA.

<u>NAME OF SCHOOL</u>	<i>NA wrote</i>	<i>M.</i>	<i>S.</i>	<i>Total</i>	<i>%</i>	<i>F</i>	<i>%</i>
1. Mamafha	31	0	3	3	10	28	90,3
2. Luphai	182	2	24	26	14,3	156	85,7
3. Vhaluvhu	224	5	29	34	15,2	190	84,8
4. Seale	26	2	2	4	15,4	22	84,6
5. Masedi	260	6	36	42	16,2	218	83,5
6. Makgato	133	4	18	22	16,5	111	83,8
7. Kgolakoleleme	175	2	27	29	16,6	146	83,4
8. Marvatona	70	2	11	13	18,5	57	81,4
9. Kgarahana	102	4	15	19	18,6	83	81,4
10. Tabudi	167	5	28	33	19,8	134	80,2
11. Nahakwe	70	3	11	14	20	56	80
12. Kolobetona	132	4	23	27	20,5	105	79,5
13. Mohumi	128	5	23	28	21,9	100	78,1
14. Fedile	155	8	26	34	21,9	121	78,1

BOTTOM 20

THOHOYANDOU AREA : 1998

	No Wrote	Pass M	pass S	Total Pass	Pass %	Total Fail	Fail %
1. Mukhwantheli	90	05	11	16	17,8	74	82,2
2. W. Themeli	153	-	33	33	21,6	120	78,4
3. Thivhilaeli	92	07	14	21	22,8	71	77,2
4. Tshilala	174	08	32	40	23	134	77
5. Gole	57	02	14	16	28,1	41	71,9
6. Phaswana	144	09	35	44	30,6	100	69,4
7. Tshandama	51	02	14	16	31,4	35	68,6
8. Muvhavha	54	-	17	17	31,5	37	68,5
9. Fhatuwani	107	03	36	39	36,4	68	63,6
10. Ramugondo	66	06	18	24	36,4	42	63,6
11. Luphai	54	03	17	20	37	34	63
12. Guvhukuvhu	103	07	32	39	37,9	64	62,1
13. Bababa	42	04	13	17	40,5	25	59,5
14. Mpfariseni	55	03	20	23	41,8	32	58,2
15. Muhuyuwathomba	107	03	43	46	43	61	57
16. Khadzinge	46	03	17	20	43,5	26	56,5
17. T. Masiagwala	121	09	44	53	43,8	68	56,2
18. Muhanelwa	29	-	13	13	44,8	16	52,2
19. Dzwaboni	29	01	12	13	44,8	16	55,2
20. J. Shavhani	58	01	26	27	46,6	31	53,4

CHAPTER 4

THE EDUCATIONAL VALUES IN THE LIFE OF THE CHILD

4.1 INTRODUCTION

According to Rush (1992 : 90) values are defined as basic to the nature of a society, about individuals and groups of individuals. They may be moral, religious, social or political beliefs, for example, simple or complex, well founded or less well founded, positive or negative, but to varying degrees will underpin and inform an individual's attitudes or opinions on specific matters, individuals, issues and events.

Education as already noted in sub heading 1.2.3 in chapter 1 is a process of culture, mental growth, direction and a process practised by human beings only. Education stems from an attempt to provide the necessary knowledge, attitudes and skills to meet major needs which are basic to any human society.

The word "need" is derived from the old English "nede" and "nied", meaning "want" or "necessity" (Barnhart 1988 : 698). According to the Concise Oxford Dictionary (1964 : 806), a definition of the word is, "Circumstances

requiring some course.” This reference is a very relevant one, as needs are wants needed in the life of the child. For a society to have sound education which stimulates good behaviour, the role of parents will have to be taken into consideration. The assumption here is that needs in the life of the child are to be supplied by parents.

According to Hornby (1997 : 1319) values are moral or professional standards of behaviour, principles : cultural, family, social values, preserve traditional values. Young people often have a different set of values from their parents. So there is relationship between needs and values because values are like needs, valuable needs in the life of a growing child. For a child to live well there should be needs and for the child to have good life in the society there need to be values.

Maslow (Jordaan and Jordaan 1984 : 627) states that in human life there are needs that need to be satisfied for education to take place. Certain needs must first be met for a child (learner) to be able to learn and acquire knowledge. Such needs are : physiological needs; security needs; the need for love and the need to belong somewhere, the need for esteem and appreciation; and the need for self-actualization. Maslow has illustrated the importance of these needs in the form of a hierarchy. This shows that a

higher need is experienced only when the preceding lower need has at least been satisfied.

NEED FOR SELF-ACTUALIZATION
NEED FOR ESTEEM
NEED FOR LOVE
NEED FOR SECURITY
PHYSIOLOGICAL NEEDS

A HIERARCHY OF NEEDS

4.2 BASIC NEEDS AND VALUES

A. Physiological needs

These are the most basic and the strongest needs. If these needs are not satisfied, there can be no education and development. These needs are food, water, shelter and clothes.

When one is hungry, freedom, love, community feeding, respect, philosophy, may all be waved aside as fripperies that are useless, since they fail to fill the stomach (Jordaan and Jordaan 1984 : 630).

B. Security needs

Children (learners) have a need for security. They need to be safe and protected. The child (learner) here needs a number of specific needs; like stability, order and freedom from fear. The child (learner) prefers a structured and ordered country. Parents are the security of their children.

C. The need for love and acceptance

In order that the child (learner) co-operates in the education venture the need for love and acceptance need to be fulfilled. Children need to be loved and accepted. This is the relationship with other people like friends, relatives and parents. An important characteristic of the need for love is that it involves both the giving and the receiving of love. In this case the parent is the one who should give love to the child and there should be mutual acceptance between them.

D. The Esteem needs

Children (learners) need to have self-respect and a sense of their own values, but they also want to feel that they are respected and appreciated by their friends and their parents.

In order to be somebody in the society, the child (learner) must have ability, and must have achieved something. The realistic value of self-esteem leads to self-confidence, and the child can feel that he or she is something.

E. Need for self-actualization

If the child (learner) has already satisfied all the basic needs, he or she develops the desire to become more and more what one is, to become everything one is capable of becoming. For a child (learner) to become a successful learner at school he or she must have fulfilled all the previous needs (basic needs). The parent is primarily responsible for supplementing these needs. Self-actualization is unique to each person, it is something each person must discover and achieve for him or herself. It is necessary that a learner should strive to achieve a goal some time in the future, e.g. when the learner studies for a degree which will enable him or her to obtain the good job he or she wants.

An important thing about self-actualising behaviour is that it is intrinsically motivated.

It is also advisable for a parent to motivate his or her child (learner) extrinsically, so that the child (learner) can be motivated by something offered to him or her as a reward, e.g. merit certificates, money and medals. Parents may for instance motivate their children (learners) by saying : “If you pass std 10, you will be presented with a radio.”

Education is about acquiring something worthwhile. It is an activity bringing desirable changes in the learner. Education necessarily involves the transmission of values. According to the paper delivered at the EASA conference (Smith and Schalekamp 1997 : 6) value education is education for ‘becoming’. It involves working on the total person, keeping in mind all aspects of personal development : the physical, intellectual, social and emotional, moral, aesthetic, spiritual, will and character.

Value education also involves developing sensitivity to and awareness of what is right, what is good, what is beautiful, and the ability to choose the right values in accordance with one’s conception of the highest ideals of life and internalising and realising them in thought and action.

Value education concerns knowing, feeling and doing. The learner has to

know the right and the good and also to feel the appropriate emotions, concern and commitment, and to exercise the will to do the right thing.

The values which are basic to any human society are : economic, political, social, cultural and moral.

4.2.1 ECONOMIC VALUES

The term “Economics” means ways and methods by which a society produces and distributes its wealth. Such wealth is used to meet man’s basic needs for food, shelter and clothing. In response to the economic needs of a society, education aims at providing the necessary knowledge and skills to enable learners to obtain the necessary knowledge and skills to take part in meaningful life and thus help to develop the economy of its country. On the other hand the types of skills required will depend mainly on the country’s economy. In order to respond to the economic needs of society, therefore, education must acquire a local character (Coetzee 1995 : 145).

This means, in effect that whatever skills are taught through the various

forms and levels of education must have a bearing on the economic order of that society. Education should be relevant to the economic requirements of society. Therefore, pupils need to be properly directed by both the teachers and the parents.

According to Coetzee (1995 : 146) the economy of a country is concerned, “with producing the many goods and services demanded by its population.” The “economy” of any country is, therefore, an amalgamation of complex and diverse industries.

All parts of an intricate business vary from small private enterprises to powerful international companies by which raw materials and products are made available to the final consumer or general population. It is on the efficiency of this infrastructure to generate personal incomes that the economy is dependent.

According to Swanepoel and De Beer (1994 : 7) the economic milieu refers to the rate of employment presence and activity of commerce and industry and presence and scope of informal economic activity. The ability to pay for services and daily needs (food, clothing, education) gives an indication of

how active the economic environment is. In the poorest areas the unemployment rate is high and the level of informal sector activity consequently also high. Shops, workshops and factories are also few, if present, but usually found situated some distance away in urban areas.

The situation mentioned above is the one prevailing in Venda in the Northern Province, and this needs active parents who motivate and encourage the children to be serious with their education.

According to Bishop (1989 : 21) in Coetzee (1995 : 146) the economic growth of a country is associated with the efficiency or success of an economy, and it is usually measured by rates of increase of the national income. National income is, by definition, the sum of all the earned and unearned incomes in the economy. The assumption is that the economy grows as individual earnings or purchasing power grow. So people who earn more can buy more and have more social status and social power. Therefore if children are educated for better life in the future, the economy of the country will be boosted. The disciplined child will be successful in education, and also in life in the future and the society will benefit. Parents are therefore expected to pass this knowledge to their children. The only way of doing it is by actively becoming involved in the education of their children. In terms of the explanations above it is clear that the economy of

the country is dependent upon its individual people. Each person is important and should contribute to the economy of the country.

The economic growth of a country is usually measured by rates of the national income. It is clear that the economy of a country grows as the individuals earnings and their purchasing power grow. So the growth of the economy depends on the countries' educated and civilized citizens.

Education is therefore seen as an essential prerequisite for the world of work and as a foundation for vocational training which leads to a healthy economy.

Learners must be made to see that, for the vast majority of the population, a white collar job or an academic career is an unrealistic dream. Education simply must prepare people for the economic realities and practical possibilities of employment as they exist. When an education which was thought to be a passport to employment, turns out to be nothing more than a waste of time, it is likely to cause serious social discontent political frustration and unrest. Parents and teachers must let children (learners) be aware of this. Some emphasis must be placed on the provision of vocational training at the secondary and tertiary levels. Parents and teachers are also expected to motivate children (learners) to follow these curricula.

The secondary and primary school curricula must also be made more realistic in both their approach and content. Far more time ought to be spending on the essential skills of ordinary living, e.g.

1. Household and garden management.
2. The economics of everyday life and budgeting.
3. The use and maintenance of common tools, machines electrical devices.

The curricula nowadays ought to be one that prepares the child (learner) for the demands and expectations of life, i.e. the everyday life which he or she will meet when he or she leaves school. This is to say that more useful, more practical, more dynamic and more realistic curricula that will really be a preparation for life must be introduced in Venda. Parents need to influence their children to admire and like to follow the vocational education which will boost their lives and also the economy of the country. Learners ought to be motivated to go for careers which will provide jobs, instead of waiting for the government to create jobs for them. Skilled workforce is regarded as a pillar in the economy of the country. Learners are to strive to become skilled workers in the society. That is a boost to the economy of the country.

According to Barker (1994 : 14) in Coetzee (1995 : 49) young people should be equipped for the sake of the economy of the society. Education at school should promote enterprise and adaptability in order to increase young people's chances of finding employment or creating employment for themselves and others.

In order to actualize oneself one must get the basic needs of life, food, water, shelter and clothes, vise versa, in order to get basic needs, food, water, shelter and clothes one must also be in a position to get them. One must have a work. Self-actualization is not achieved passively or without any effort. Once basic physiological needs (food, shelter) and psychological needs (acceptance, safety, love) have been satisfied, a learner develops towards self-actualization through his involvement in an activity which holds meaning for him.

4.2.2 POLITICAL VALUES

Man is both a social and a political animal. He is a social animal in the sense that human life as we have come to accept it, is meaningless if it lives in isolation of other human beings. Man must live in a community of others if he/she is to function as a true human being, therefore man has found it

necessary to establish a political order which will lead to the establishment of state. The quality of the service provided by the state depends on the contribution each member makes, however, effective contribution, depends on the type of education received by each individual.

Pupils need to be aware of this fact. Some of the needs met through a political order are :

- (a) The protection of the interests of a community against outsiders.
- (b) The preservation and maintenance of law and order within a society and the provision of the means of effective co-operation.
- (c) The regulation and conduct of the activities and service regarded as essential to all people in the society. (Mbiti 1981 : 9).

Education is therefore the cornerstone of democracy in that a government based upon universal suffrage cannot succeed unless those who elect and obey their rulers have received some measure of basic education. If the saying is true that knowledge is power, then an acceptable basic minimum of it must be made available to every citizen. "The primary purpose of education is the liberation of man. To 'liberate' means to 'set free' and to 'set free from something'. It implies impediments to freedom having been thrown off, it can be a matter of degree and of process.

Thus when a man succeeds in untying his wrists and liberating his arm, he can use his hands to liberate his feet from the shackles which bind them. But a man can be physically free from restraint and still be unfree if his mind is restricted by habits and attitudes which lift his humanity. Education has to liberate both mind and the body,” (Mbiti 1981 : 10).

The type of liberation that David Mbiti is talking about can be achieved through proper education whereby the parents are allowed to reason out ideas and participate fully in the education of their children.

State is made of its many citizens, each with a different character and with a mind to reason out things. This mind must be liberated through education at home and at school.

4.2.3 CULTURAL VALUES

Man shapes and is shaped by his environment. Thus, while it is true saying that man makes society, it is equally true to say that the society makes a man. The relationship is one of mutual interdependence. Culture means the total shared way of life in society. It includes both material and non-material things. Material culture includes such things as houses, working

tools and implements. Non-material culture includes acceptable systems of knowledge, customary beliefs and traditions, language, history etc. All of these have evolved over the decades of society's history. Both the material and non-material aspects of culture constitute the social values and needs of a given society. Social needs are then those elements in life without which a society cannot exist as a unit.

Social unity implies shares responsibilities to ensure the welfare of the society as a whole, which is something at the expense of individuals. Every society accumulates its own cultural heritage and accepting more and more cultural values over the basis on which life's meaning in society is centred.

Education, in its various forms, bears the responsibility of inculcating those acceptable values, beliefs and modes of behaviour in the minds of the young, with the intention of moulding them into personalities which reflect and fit that particular society. It must therefore be admitted that parents cannot separate themselves from the education of the child. The nation without culture is dead, so education helps and should help in restoring the culture.

4.2.4 SOCIAL VALUES

Socialization, is important in determining an individual's knowledge, values and attitudes and therefore their behaviour, (Rush 1992 : 90).

Socialization according to the above definition is seen as a learning process related to the growth of social relationships and social behaviours which encourages the acceptable assimilation of the individual into society. Rules, customs, attitudes and other details of the culture are learned continuously. Children learn to act socially by observing role models like other children, and adults and parents. A school is an example of a small society and the role models should therefore include the educators, making it necessary for parents to be nearby.

Social development is an important factor in the life of the child as it is development of relationships and associations with others. It is marked by mutual interaction, friendliness, generally with the aim of enjoying the society. This development is essential for healthy growth. These values emphasize the relationship between two or more people. These includes: love, empathy, unselfishness, co-operation, feeling for others, understanding, interpersonal relationship, true friendship ,sympathy, respect,

loyalty, trustworthiness and faithfulness. Man is a social being necessitating and helping the young ones to develop these important personal characteristics in order for the child to suit well into the society. (Hattingh 1991 : 181).

4.2.5 MORAL VALUES

Van den Aardweg (1988 : 151) notes that morality refers to the principles, rules or reasoning by which a behaviour is judged to be acceptable or unacceptable, right or wrong, good or bad.

Such a definition suggests that morality is learning to distinguish between right and wrong, good and bad, acceptable and unacceptable behaviours within a particular society in which child lives. Since parents are the most influential agent in the learning of morals, parental attitudes and behavioural responses to right and wrong and good and bad, set the tone and direction of the child's development of morals.

Every society has its rules of behaviour to which its members are expected to adhere and conform to ensure the safety of its members. The child should be taught manners and behaviours which are acceptable in his/her

society. Societies have codes of conduct which are sometimes incorporated into the laws of the country. The codes of conduct are accepted and relate to custom and tradition. When the codes of conduct are violated, they cause social disapproval.

Children should be helped to recognize that moral values are important enough to be given formal attention. Parental guidance is essential because many children have not the judgement, experience and perspective to independently make moral decisions. The following are general accepted moral values that are applicable in any society. Parents and teachers are expected to try to pass moral values to children (learners).

4.3 GENERAL ACCEPTED MORAL VALUES

According to Hattingh (1991 : 201) certain moral values may be viewed as general universal values :

4.3.1 EMPATHY

Empathy involves the ability to understand and to assume the role of another person. In order to feel empathy, a child must be able to recognize

and understand the emotions of others, and then be able to share those emotions. Children who have a secure attachment to at least one adult have greater ability to feel empathy for others than those children who lack such a secure attachment. Children need to learn behaviours that show empathy in order to help them live in peace with their neighbours, get along with their peers and enjoy relationships with friends and family.

4.3.2 HELPFULNESS

Being helpful means giving without asking for anything in return. In order to understand the need to be helpful, a child must learn to have empathy. This is to put himself or herself in another person's role. He or she must care about the person he or she is helping. The desire to be helpful comes from the desire to please. Helpful people think of the needs of others, thereby acting from a base of caring and cooperation. Here a child understands that the needs of others are to be considered as well as his own.

In order to teach children the value of helping others, parents need to involve their children in community service and give them responsible tasks to perform at home.

4.3.3 FAIRNESS

Fairness is going beyond the agreements and rules to consider what is best for all involved. In order to be fair, children (learners) must believe that the needs or wants of another person are worth considering, along with their own needs and wants. To want to cooperate, children (learners) must be able to put themselves in another person's place, and to be fair, they must care about the welfare of another person and overcome their own tendency to be selfish.

4.3.4 TOLERANCE

Tolerance means giving to others with no expectation of anything in return. For example to tolerate frustrations, means being willing to make the effort required to do things that are difficult. Tolerance enables one to understand the position of another person, to appreciate their similarities and differences and be able to stand something if one loses tolerant attitudes. It is to recognise other people's points of view to have respect for the other's opinion and to be empathic and caring toward others is a sign of tolerance.

4.3.5 CARING

When a person cares he or she thinks about the needs and feelings of others. Caring children (learners) have the ability to project themselves into the role of another person. Caring also requires the ability to experience empathy.

In order to demonstrate a caring behaviour, a child (learner) might have to defer his needs in order to help another first.

4.3.6 COURAGE

Taking reasonable risks involves courage. When admitting his or her mistakes, a child or learner shows that he or she has courage. Courage is needed when fighting for one's beliefs. Taking pride in being unique standing up to teasing all demonstrate courage. To aid children in developing courage, parents need to help them to understand how others feel and stand up for others rights. Courage strengthens resistance to negative peer pressure.

4.3.7 HUMOUR

Humour in life, prevent a person from taking life too seriously. To have a

sense of humour one has to believe in oneself, accept that life always has an element of humour. With a well developed sense of humour learners find the fun in everyday life and accept the twists and turns that life has to offer.

4.3.8 RESPECT

Respect, results in individuals caring about the rights of others, even if they infringe upon one's own rights. When one thinks about the other person in a positive way, one is showing respect for that person.

When a learner cares about the feelings of others, the child or learner shows respect for himself or herself, too. For he or she is treating others the way he or she wants to be treated. Admiring another person or a person's traits is a way of showing respect, and when a child has good self-esteem, he or she demonstrates that he or she also respects himself or herself. Children also need to be treated with respect.

4.3.9 LOYALTY

A loyal person keeps the promises he makes as he cares about people

enough to keep his commitments to them. In some cases, loyalty goes to the extent of demanding sacrifices for the benefit of others and allegiance to a cause. It is to be faithful to one's oath and any person or thing, and to help children understand how to be loyal, examples of loyal behaviour must be printed out to them by parents.

Children need to understand that to be loyal requires them to keep promises and commitments, participate in chores at home, wear school uniform and abide by the school regulations and laws.

4.3.10 COURTESY

Courteous people are aware of the feelings of others. Manners are used by courteous people to smooth social interaction. To be polite even in the face of rudeness is a sign of courtesy therefore considerate, generous people enjoy being civil to one another.

4.3.11 PATIENCE

Patience equips one with strength to delay wants. Planning for future goals

demonstrates that a child can tolerate frustration and adversity. Children who have learned to be patient know how to take the steps needed to reach goals.

Understanding that children (learners) cannot always have what they want and that children (learners) are not necessarily entitled to everything is essential in developing the value of patience. Children who can set goals and understand the steps needed to reach the goals are more likely to be patient while they wait to get what they want.

4.3.12 PROBLEM-SOLVING

What is meant by problem-solving? Problems are barriers that prevent people from reaching their goals. To solve problems, the limitations of the individual power must be recognized. In order to become independent and self-sufficient, problem-solving must be learned.

4.3.13 PEACEMAKING

Working towards a solution in which everyone is satisfied is the mark of peacemaker.

To be able to resolve conflict peacefully, learners need to see the position of the other side and to come to care about what happens to them as a result of the negotiation.

4.3.14 SELF-RELIANCE

Children who are self-reliant are controlled by forces from within themselves rather than by those in the environment. For a child or learner to entertain himself or herself, a child needs to use his own creativity and imagination in activities that foster self-reliance.

4.3.15 SELF-MOTIVATION

Self-motivation is to respond to internal forces that direct people towards their goals. It means that a person is able to respond to the intrinsic reinforcement of an activity rather than to always need extrinsic reinforcement. Being self-motivated is a sign of self-respect. In order for children or learners to learn to motivate themselves, they need a set of rules that guide them in their daily living.

4.3.16 RESPONSIBILITY

To be responsible means learning to behave in such a way that one can be trusted. It means being responsive to the wellbeing of the family. This refers to a way of responding with full knowledge that the consequences are one's own when tasks are done or not done. Taking responsibility for one's action means thinking about their outcomes and impact before saying or doing things.

4.3.17 HONESTY

Honesty, ensures one is trusted by others, and that one cares enough to want to do the right thing. An honest person cares about the rights of others and does not take advantage of them. To be respectable, have a good reputation, and have honorable principles are all important to honest people. Honest people are truthful in sharing their thoughts and feeling.

4.3.18 TRUSTWORTHINESS

A trustworthy person cares about the needs of others. To be trustworthy, one must have sufficient self-respect so that the opinions of others count. People who make the maximum effort to keep their promises are able to develop a reputation for being trustworthy.

4.3.19 SELF-DISCIPLINE

Self-discipline is a way of behaving from an internal frame of reference rather than from an external control of an authority figure like parent, teacher, etc. A self-disciplined person is able to understand and project himself or herself into another person's world or life.

Making up one's own mind about the boundaries for behaviour and respecting the boundaries of others are signs of self-discipline as well as goals and working towards them.

Learners need rules for several reasons : to help govern their behaviour, to develop an internal system of organization, and to be able to predict how life's events will turn out.

4.3.20 COOPERATION

To cooperate, one must develop a sense of higher duty, an obligation to the higher good. When cooperating, one must be willing to combine forces to reach goals and collaboration is an important ingredient in cooperation.

Living cooperatively with family involves learning to share, and sharing requires a person to transcend his own self-interest and defer to the needs of others.

It is education through educators (parents and teachers) which fosters these values. It therefore contributes to an understanding of the economic, political, social, moral and cultural factors. Parents are the authentic people to help in building the characteristics of the child. (Unell and Wyckoff 1995: 1-216).

4.4 UNIVERSAL MORAL VALUES

The following five are universal moral values :

4.4.1 Justice : often expressed in terms such as fairness, impartiality, non-arbitrariness, moral equality and non-discrimination.

4.4.2 Non-maleficence : enjoining restraint from harming or injuring others.

4.4.3 Minimal beneficence : so phrased to indicate our responsibility to assist others in satisfying their needs, though not the obligation to satisfy all wants envisaged in conceptions of a good life.

4.4.4 Freedom : the injunction that without justification we have no right to interfere with others doing what they want to do.

4.4.5 Honesty : expressed also as truthfulness and non-deception.

These moral values serve as lighthouses for righteous conduct.

4.5 CONCLUSION

The first and most important teacher of virtues and character a child can have is a caring parent and the most important provider of needs is the parent, or the guardian. Through the guidance and the support of such a caregiver, the parent, the child can learn what it feels like to trust that parents or guardians are there to give help and provide for his or her basic needs.

Children should realise that the support parents or guardians give is free, simply because they are precious human beings. The support is given without reservation, without expectation of return.

Parents are responsible for teaching their children character, virtues and values of life. The education of the children will be said to be complete if they receive lessons that help them learn how to have the most fulfilling and meaningful experience humans can have : caring about themselves, their friends, their family and their community.

CHAPTER 5

THE ROLE OF PARENTS IN COLLABORATION WITH COMMUNITY GROUPS IN STRENGTHENING AND PROMOTING VALUES IN EDUCATION

5.1 THE PARENT AS GUARDIAN OF THE LEARNER

The role parents can play in education can strengthen and promote values. The parent is the primary educator of the child. The parent is responsible for making the child aware of his or her own personal responsibilities and then to help him/her carry them out. For education to take place a certain climate should be present. The presence of the child (learner) and a parent is characterised by the exercising of influence directed by the parent on the child (learner).

The aim of such influence, guidance and protection should be directed towards the child becoming an adult. The educational climate is to be characterised by a willingness, even an eagerness on the part of the parent, to help the child to adulthood.

“Parenting is not for cowards” (Dobson 1988 : 101). Perhaps it is important

to emphasise that the parent in taking their children to the modern teacher's school was not abdicating the parent natural responsibility to educate their own offspring. The parent was merely enlisting the assistance of the teachers because teachers have specialised knowledge in aspects of the curriculum content of education.

Teachers come into the educating process because of their specialised knowledge and training in the content of education and methods of teaching that content. The teacher is not there to displace the parent, but to assist the parent in a task which primarily still belongs to the parent. Education must always prepare children for life in the society. Parents may have some knowledge and experience of that life. They must therefore be involved in the education of their children for that life in the community in Venda.

5.1.1 PARENTS SUPPLY BASIC NEEDS TO CHILDREN

According to Maslow's theory on hierarchy of needs (Naude & Bodibe 1990 : 71) the parent's support in child's education is essential, because a parent supplies basic needs to the child (learner) to achieve the higher needs. To illustrate this, Maslow arranges these needs in a hierarchy in terms of importance :

Self actualization
Esteem needs
Belongingness and love needs
Safety needs
Physiological needs

When a learner's basic needs are fulfilled he or she strives to fulfil the higher needs that occur later in his/her development (4.1).

Physiological needs : these are the basic needs which are directly related to survival, such as the need for water, food, sex and sleep. If these needs are not met it will be impossible to expect a child to learn. The supplier of all these to children are merely parents.

Safety needs : the child (learner) will thereafter need security and order and the parent should supply this need.

Belongingness and love needs : after the (learner's) basic physiological and safety needs have been satisfied the need to belong somewhere comes

out. The child (learner) will need to love and be loved. Children need to be loved by their parents.

Esteem needs : a human needs to be recognized, acknowledged and accepted by others. These motivate feeling of competence, adequacy and confidence both in an adult and a child.

5.1.2 SELF-ACTUALIZATION

This is the actualization of the potentials, capacities and talents of a person. After the fulfilment of the basic needs, safety, belongingness, love, respect and self esteem, the child will then be able to venture into the society. According to Naude' and Bodibe (1990 : 72) Maslow concluded that self-actualizing children have the following characteristics :

- (a) They perceive reality accurately and fully as they have no specifically overwhelming needs of defences.
- (b) They demonstrate great tolerance and acceptance of themselves, other and nature in general. They tend to be concerned with problems rather than themselves.
- (c) They have a quality of detachment and a need for privacy so as to keep in touch with their own values and feelings.

- (d) They tend to identify with all of the mankind, they have a genuine desire to help the human race.
- (e) They develop deep interpersonal relations with only a few individuals.
- (f) They accept democratic values and respond to people regardless of race, status, or religion.
- (g) They have a strong ethical sense although their ideas of right or wrong may or may not be unconventional.
- (h) They have a well developed, unhostile sense of humour.
- (i) They are creative.
- (j) They resist enculturation. If a cultural norm is contrary to their personal values, they will not adhere to it.
- (k) They show a continual appreciation of the basic experiences of everyday life.

It is the duty and responsibility of the parent to help children develop these characteristics.

Therefore, in education, the environment in which a child grows must provide stimulation from birth for the child's latent potential endowment for creative thought and action. Appropriate challenges need to be built into the

play and daily life in the child's environment to give the child an opportunity to initiate creative thought and action. (Njobe 1990 : 71).

Creativity in one's personality structure includes the quality of being able to produce original work and ideas. This is necessary in the society.

Educationally, the educator (parent) must assist the child (learner) in self-actualization by :

- (a) Giving him or her human models with which he or she can identify.
- (b) Giving him or her principles and ideas to choose from.
- (c) Giving him or her an ordered system of values on which he or she can base his or her philosophy of life.
- (d) Meeting his/her primary needs first, i.e. love, acceptance, security, esteem, and supplying him/her with food, water, shelter and clothes.

Moral development and emotional security of the child is the responsibility of the parent. The most significant aspect of moral development from an educational point of view, is its emotional content and parents are the most concerned people. Parental warmth and affection, and positive attitude of love and acceptance, appear judgement. It is so, because the more positive

and affectionate patterns are provided by a warm and loving family, the more confidence is generated in the child and he/she can enter into closer and more rewarding relationships with others such also serve as an excellent model for the child's developing conscience.

There is also considerable evidence to show that where children are provided with a secure and stable family and home background based on moderate and reliable moral values, there is, likewise, every chance of them developing into mature and morally responsible adults (Barker 1994 : 136).

The education of the child begins in the home. Therefore the parents and the family are the child's first moral educators. Usually many other informal and formal agencies are also involved before the child even comes to school. But, when the learner does, it becomes an extremely important part of his/her life.

The school in a sense is an extension of the home. It educates him/her, it protects him/her, it socializes him, it offers him friendship, love and adjustment to the moral structure and concepts of the wider society. The atmosphere of the school must be conducive to learning and moral life and parents are the key figures in motivating this.

For the education of the child to be effective, parents themselves have a responsibility to the school. In order to increase the school's effectiveness, the parent must not distance himself or herself from the school activities. The parent's responsibilities are to ensure that the child reaps the maximum benefit from education by offering him or her the security and love which he or she needs to enable him to venture out into the world.

At home parents support their children by providing the best possible physical environment for study. This includes study desks, lights, study rooms, necessary books and where possible all the necessary learning aids.

Parents supervise and exercise control over activities at home so that the child lives a balanced life and does not neglect some important issues; playing times must be governed. Homework must be written and daily exercises are to be checked by parents. If the child is ill, the parent sends a report to the child's teacher. There should be mutual relationship between the teacher of the child and the parent. Parents see to it that the child attends school regularly and is punctual. It is the responsibility of the parents that the child wears the school uniform regularly. It is necessary that parents ensure that the child contributes in a positive way to his own education.

The parent must guide, help, support, motivate and stimulate the child's interest in his or her work by giving rewards and praise for good achievement. Parents are to ensure that their children's teachers are not frustrated and disturbed unnecessarily when they are teaching.

Parents are to exercise control over the life-view put forward in the school through critical evaluation of educational content, methods and activities. In this way the parent can keep his partner, the teacher on his toes and contribute to the effectiveness of education (Van Schalkwyk 1988 : 179).

The parents can, for instance, play an important part in formulating school policy e.g. as far as sports, culture and religious policies are concerned. It is the duty of the parents to be part of the process in appointing sufficient and efficient teachers for their children. It is necessary for the parents to support the education provided by the school by following up and correcting the child's work. Parents can enrich the education of the child by creating additional learning opportunities and again provide specific services to the school in the form of improving the grounds, entertaining guests, raising funds and supplies or get donations for the school.

There need to be partnership between the school and the home environment and parents are expected to co-operate whole-heartedly with

the teachers. This implies the removal of stumbling blocks, an understanding of the teacher's tasks and problems. This involves consultation, communication, goodwill, mutual trust, loyalty, appreciation of the teacher's work and a respect for his/her authority and to further the child's trust in the teacher. The parent who criticises the teacher in front of his/her child and the community is doing harm to his or her child's education. One golden rule that the parent should not break is : never be critical of the school or the teachers in front of the child.

The parent is expected to support his partner, the teacher. It is the duty of the parents to help teachers and principals in adopting a code of conduct for the learners (pupils). The code of conduct must be aimed at establishing a disciplined and purposeful school environment, dedicated to the improvement and maintenance of the quality of the learning process.

The parents are expected to support their representatives (governing body) in promoting the best interests of the school and strive to ensure its development through the best interests of the school and strive to ensure its development through the provision of quality education for all learners at the school.

Parents should also render voluntary services to the school for the interests of their children. Unless parents are deeply involved in the education of their children, education of the children will not be restored and revived, (Focus SABC 2 24.02.1997).

In 1996 (Mirror 1997 : 9) six schools obtained 100% pass rate in std. 10 (grade 12) in Region 3 of the Northern Province. Such schools were Tshikevha, Thohoyandou Secondary, Liivha, Thohoyandou Technical School, Mbilwi and St. Brendans Secondary School. When celebrating such excellent matric results the representatives of the four schools came together at the Thohoyandou stadium. The gathering was therefore attended by the headmasters, teachers, members of the school's governing bodies and the representatives of the pupils from each of the four schools.

When addressing the gathering, the regional director of the Department of education, Mr M.R. Mathivha said : "The Northern Region (Region 3) achieved the best matric results in the whole province because some serious work was being done by teachers, and this effort also involved parents who cared about their children's commitment to serious studying." (Mirror 1997 : 9).

The Regional Director pointed out that parents will have to involve themselves deeply in the education of their children in order to obtain good results. He further on indicated that parents will also be compelled to attend school meetings and help keep strict discipline at school.

Without knowledge man is not capable of making any meaningful and significant contribution. Man chooses on the basis of what he knows, no choice can be made if knowledge of good and evil, beautiful and ugly, and right and wrong is lacking. The young (child) can only possess the will and the ability independently to gather the knowledge and insight which can enrich him or her in his/her totality, if parents give directives to their children by always keeping themselves near their children.

Parents help children to control, balance and restrain their feelings and desires. Man is always man-in-community and therefore the social aspects of man is important, because without it he would scarcely be able to take his place in society. The adult shows regard and respect for the differences and uniqueness of his fellow-men. He is also able to impose limits on himself so that he may be able to live together with his fellows. The adult (parent) also realizes that he has a duty and function to perform in society, to build

common spiritual values and to show positive social attitudes towards children. Children learn all these from their parents.

Moral consciousness is possible only when knowledge of morality is present. The parent who possesses moral knowledge educates the child to make moral distinctions according to which he wants to live. Parents lead the child to independence. In addition to a grasp of knowledge, skills, appreciation and knowledge of morality, the child also needs a grasp on faith.

The religious aspect of man is related to a grasp on faith for the sake of certainty of belief with a view to absolute certainty. This need in a child is to be addressed by parents. The child needs an adult (parent) to guide him/her religiously.

Parents have got so many tasks to perform in connection with their children as primary educators. They are responsible for transferring the child from an amoral state to where he or she becomes an acceptable social participant who knows and follows acceptable social roles of his/her culture and is also taught to accept the people of other cultures within a multi-cultural context.

The parents exert direct control, through discipline and example. Values, norms, attitudes and manners are not innate but should be learned. The primary agents of transferring them are parents. They are the responsible people, others are just helping them.

Parents must not allow agents to have an upper hand as that will influence the upbringing of their children. Parents ought to be aware that death, divorce, separation and conflicts can bring about delinquents. The absence of a parent is detrimental to the socialization of the child. There should be direct supervision by parents as it curbs anti-social behaviour. Parents know or are expected to know who their friends are and control their children's time to play and place of play. Children who are aware that their parents are interested and concerned about their whereabouts are more likely to take into account their parents' reactions before committing any anti-social act.

Delinquency is a serious problem as it can progress to crime, and crime affects both social and the economic life of a country. Investors will become reluctant to come to invest in our country. This also stop the tourists from coming to our country. All these will result in the rand losing value.

Parents need to teach children to take themselves as important people in the society and as the future leaders. Parents should make children aware that they need to accept themselves and have self-esteem. That will help in actualizing themselves. Self-actualization is not achieved passively or without any effort, deliberate efforts to realize potentials are required. However the primary educator (parent) is an essential factor throughout the whole process of self-actualization.

Control is a need to be exercised by the parent. According to Jordaan and Jordaan (1984 : 700). Parents should have control over their children, e.g. the child is to be guided when taking decision. It is poor control to allow children to take all decisions on their own, without clear guidance on what would be an appropriate decision.

The interpersonal communication should prevail. This occurs on the assumption that the participants are not equals. This inequality is defined in terms of who exercises control; that is who has authority or power in this relationship between the doctor and the patient, employer and employee, mother and child, lecturer and student. These are examples of relationships in which one person gives guidance while the other person receives

guidance. It is clear that in this relationship there is only one person to guide. The parents and the teachers are guardians, learners (children) are the guided.

It is a right thing for a parent to give guidance to his or her children wherever they are. Therefore, parents ought to involve themselves fully in the education of their children.

The responsibility to instil values to children rests squarely in the hands of the parents as well as the teachers. To educate a person in mind and not morals is to educate a menace to society. So parents need to set examples. To become good teachers of any behaviour, or any lesson, parents must follow the following basic steps (Unell and Wyckoff 1995 : xviii):

1. Set goals for the children to achieve.
2. Define the behaviours that will be needed to reach the goals.
3. Model the behaviours so that the children will have a mental picture of what they are.
4. Encourage the children's practice of the behaviours.
5. Reinforce the practice through the use of praise and privileges.
6. Observe the children in order to decide whether the behaviours have been learned.

Parents need to develop a positive discipline plan. Parents who consider discipline a teaching process teach their children appropriate behaviour by using consistent, fair, and nonviolent reprimands for inappropriate behaviour. This uses empathy, understanding and caring. Parents are expected to praise helpful behaviours.

In order for children to best understand the concept of fairness, it is vital for such children to watch the behaviour of the parents. Parents need to demonstrate this for the children (learners). The most important teaching tool parents have is their own behaviour. Children are great imitators, so children learn to behave as the adults in their lives do. Indeed the most important teaching tool parents possess is their ability to show children how to do things.

Children are fond of following the example of those they love the most. So it is important that the example set is constructive. With humour, parents can show children how to find the fun in everyday life and how to accept the twists and turns that life has to offer. Parents are expected to reinforce respect for rule-following. When children follow rules, it is important to call it to their attention through warm, caring, verbal praise. When parents praise their children's behaviour, they will focus on the positive rewards from

doing whatever won the praise, and they may want to do it again. Manners are simply skills designed to help make other people feel comfortable so parents need to reinforce good manners.

To help children understand how to be loyal, examples of loyal behaviour must be pointed out to them as often as possible by the parents. It is also essential that parents demonstrate courteous behaviour so that children will have been positively made to follow. By so doing parents can be sure that children have the tools to use to get along well with others.

For parents, it is also important to show children, as often as possible examples of responsibility to their children, they need to describe what they are doing, as example is not only the main thing in influencing others, but the only thing. Children are not always honest, but parents need to discourage this type of behaviour by being a model of honest, as honesty is the ability to be trusted by others. They are expected to reward their children for honesty. In order to teach children the skills of being trustworthy, it is important for parents to show children on a daily basis how adults (parents) can be dependable.

Parents should try to keep promises made and be on time, and they should

demand that children keep promises. In order for parents to reinforce trusting acts, they should praise when children are being trustworthy. In order to encourage self-discipline from children parents need to praise children's behaviour frequently when children follow rules.

According to Behr and Macmillan (1971 : 51) the education of the child is ultimately the responsibility of the parent. His authority over the child must never be ignored, his cooperation must be enlisted. The parent would seek to give his or her child a much deeper preparation through for life through the home, a much more varied preparation through his or her social contacts and a much more practical preparation by means of timely specific training for a calling in life.

According to Siebane (1998 : 3) parents should check their children's school work frequently so that they are able to contribute to their performances in the classroom. It was stated by one of the parents during the farewell function at Tshamakwatini Junior Secondary School at Mavhunga Village.

The headmistress of the school Mrs M.G. Mathivha, said : "Parents should make sure that the pupils do their school work during their free time at

home. Pupils should also devote some of their free time doing their schoolwork instead of spending all that time having fun. They should divide time so that some of it is spent constructively.”

Tshamakwatini Junior Secondary School is situated in a very remote part of Nzhelele Valley in Venda in the Northern Province. It is in an area still very poor.

What the parent above says, and what the headmistress encourages, emphasise the significant role parents can play in the education of their children if they involve themselves effectively. There is really a need of cordial partnership between parents, teachers and pupils in the education of the pupils.

5.2 PARENT-TEACHER RELATIONSHIP

For the teacher to be accepted and understood by the child (learner), the parent ought to be nearby. Mutual interpersonal relationship between the parent and the teacher is a need in the education of the child. It is the parent who in the first place should introduce the teacher to the child. The child should then see and take the two adults as one. The two adults

(parent and teacher) must not differ so that it will be possible for them to take the child (learner) to his or her goals. Building positive relationship between the parent and the teacher requires positive interactions and an appreciation of each person's individual differences.

The position of power that parents hold over young children (learners) needs to be considered. Parental comments can be very powerful and have a strong influence on children because of the power positions of parents, so teachers must all the time cordially invite the authority of the parent. The words and actions of parents can greatly influence the thinking and behaviour of children. It is without argument that the process of teaching and learning involves a relationship between teachers, parents and children (learners) and the more that can be done to promote healthy relationships between them the more learning can occur.

All parents and teachers should realize that their healthy relationship is necessary in the education of the child. The two groups (parents and teachers) need to realize that the children (learners) in Venda should be looked upon as willful, purposive, curious and active. The parent and the teacher ought to know that they are the guides who should help the children (learners) to achieve their own purposes.

The two parents should look upon the classrooms as the total environment where physical and social conditions, as well as abstract intellectual material are essential features that affect the learning process. The parent and the teacher should be catalytic agents who, by providing materials, clues, information, suggestion and clarifications create a setting that would be conducive to learning. The efforts by the teacher alone cannot be enough.

The relationships can be strengthened by “Open Days” at school. On an open day the school is ‘at home’ to all parents, teachers and children (learners). Children’s work is displayed to parents. A typical “Open Day” could accommodate the following : parents are addressed by educationists and the head teacher. Children perform items for their parents while parents are also given chance to air their views.

The leaders from the Education Department are given a chance to explain the schools to the parents emphasising the cooperation between parents and teachers. The healthy relationship between parents and teachers will ensure the relations between the teachers and the children (learners) are cordial and friendly. There are some parents who are anxious to co-operate

with their children's schools and they need to be given an effective voice in education in Venda. The teacher power should stimulate the parent power so that the spirit of partnership prevails.

Apart from biological parents, there are other groups of people whose roles are not less influential than that of the parents themselves. They are also parents in their own right. These are other educators namely, community members and the church, though the teacher remains the professional educator.

The child is a unity of body, soul and spirit, and therefore there is no possibility of educating one or other aspect of the child in isolation, from the others. A teacher does not at one moment work with the child's intellect, at another time with his will and yet another time with his emotions, but is concerned with the child as a whole, hence, the body of the child cannot be educated separately. The child is educated all the time in totality. The teacher's task includes; intellectual, moral, and social development of the child.

So, the teacher cannot teach without educating; for education concerns the

whole child and the whole child is involved in the teaching situation.

The following quotation should be viewed against this background : “Die kind moet as totaliteit opgevoed word. Die kern van die saak is : Wanneer daar gesoek word na ‘n beeld van die kind deur al die tye heen, tree ‘n groot probleem na vore. Daardie kind wat so oral en altyd in die mens se ervaringswereld teenwoordig is, wie is hy eintlik? Nie wie is hy slegs in hierdie of daardie opsig nie, maar wie is hy in die totaliteit van sy Lewensituasie?” (Du Preez 1986 : 7).

Volgens Du Preez (1986 : 7) “‘n Opvoedkunde wat die bestudering van die kind en sy opvoeding verflenter sonder dat die drade in ‘n sinvolle eenheidsperspektief bymekaar gehou word, deug nou maar eenmaal nie. Diselfde geld vir die praktyk. ‘n Skool wat maar net die kind se verstand, sportpotensiaal of watter aspek ook al raaksien, kyk eintlik die kind mis, want die kind-wees is altyd meer as slegs die of daardie eienskap.” (Du Preez 1986 : 7).

The teacher is expected to teach the child in totality. In order for the teacher to teach the child as a whole he should do it by setting example as example is the best and simple method.

Intellectual development can never be divorced from the rest of the personality. (De Vries 1986 : 27).

From what has been stated above it is clear that example is very important, because morality is contagious , as moral values can be learned by observing the considerate behavior of people of significant in the lives of students. More is being picked up through what a teacher does, and is, than what he says. Moral examples are therefore the key factor in the natural moral development of the child and the emphasis falls on observation and social modeling.

So the teacher's life in the eyes of the child has a great influence. The good teacher is the one who educates with what he knows as well as with what he is. The teacher must use his example to inspire his pupils. "No written word or spoken plea, can teach young hearts what men should; not all the books on all the shelves, but what the teachers are themselves." (Du Preez and Malan 1989 : 11). Therefore his example and speech should at all times be of such a kind that he remains worthy of his pupil's respect. "A bad teacher is worse than none at all." (Leshan 1976 : 83) in Du Preez and Malan (1985)

For the child to acquire the values of life, the teacher needs to educate the child in co-operation with the parent. The two need to collaborate in instilling the values to children. The whole-hearted co-operation becomes the removal of stumbling blocks. This ensures sympathy for the parent expectations, consultation, good communication, goodwill, mutual trust, loyalty understanding of the parents' problems, and the respect for the parents' authority and status. It is essential for the teacher to uphold the parents authority and to encourage the child to trust his parents.

It is important to all open-minded teachers to realise the importance of their position as teachers, not only for the pupils, but for the community as a whole. As a teacher, one has the community at one's mercy, either for good or bad. In Venda in the Northern Province most teachers are in touch with disadvantaged communities and in such communities teachers are over exalted. Whatever they say or do, bad or good, is always believed and acted upon. Without question or verification. It is in such communities in Venda Area in the Northern Province where teachers are expected to play a role in helping parents or the community at large by involving them and create positive or healthy atmosphere conducive to learning and teaching. Parents who are ignorant are supposed to be educated by teachers.

According to Educamus 40:3 (1994: 22) Mandla Mafuleka says : "The development of a community is largely dependent on teachers, not only through the pupils they teach in the classroom, but through personal contact with all members of the community, individually or collectively. As leaders, teachers are simply indispensable people. Their visits to parents homes are always appreciated for their advice and practical help.

There are many ways teachers may improve the status of the community in which they labour. Many pupils have proven to be failures in the selection of appropriate vocations, and in most cases neither pupils nor parents are to blame, but teachers have failed in their duty in advising parents.

It should be every teacher's aim to educate children as well as parents morally, intellectually, and economically. Two alternatives always face teachers : either they improve society or it drags them down, the later resulting in conclusion and failures. Many good teachers have failed, not because they could not teach mathematics, geography, etc. but because they failed to cope with their environment. Take care, teacher - the community hangs on your coat - tails as does the whole train to the engine.

If Mafuleka's remark is true, it is clear that teachers have got important role

to play in the education of the child in Venda. The role of motivating parents and accepting them so that they participate effectively in the education of their children for the sake of discipline.

According to Sibiya (Educamus 1994 : 6) teachers need to move beyond the level of pretest and take positive steps towards helping children to realize their ambitions. This should be done in close co-operation with parents, the pupils themselves and community structures. Such co-operation would help minimize strikes and disruptions at schools.

Teachers should consider themselves as agents for social change and make strong alliances with parents and pupil organizations in order to help counter the education crisis. Teachers need to initiate this challenge to all other stakeholders like, parents, pupils and the Department to join hands in an effort to improve the future of our children.

5.3 PARENT - COMMUNITY RELATIONSHIP

The task of educating the child in Venda in the Northern Province does not only need the parent and the teacher, but the community at large. There

need to be mutual cooperation between the teacher, parent and the other members of the community as other community members have got a vital role to play in the life of every member of the society.

All members of the society have got influences. The influence could be of course be good or bad; helpful or harmful. All adults who are members of that particular society are expected to be role models, and children ought to learn good life or good behaviour from them.

According to Steyn et al (1997 : 103) the institutions within the environments of the school that can make useful contributions to the improvement of the quality of education by the school include :

1. Community organizations;
2. cultural organizations;
3. the media;
4. the private sector;
5. trade unions;
6. sporting bodies;

7. the police;
8. the institutions for higher education, such as university, technical colleges, technikons and colleges for vocational education.

Each of the above institutions can contribute in its own way to the effective promotion of values education in the communities in Venda in the Northern Province, for instance sporting bodies must not influence children (learners) to drink during functions. That is why the parent-community partnership is necessary. Other community members need to be constructive and not to be destructive.

The role of other respective educational role players should be to strengthen the ties between the school and the society.

The cooperation of the community at large in Venda in educating the child is of vital importance, this could include :

1. Business people not hiring children for cheap labour.
2. Taxi men not letting children wash their taxis during school hours.
3. Bottle Store and lounge owners not selling beer to children.
4. People not selling dagga to children.

5. Night club owners not allowing children in their premises.

But rather :

1. Business people can help by providing bursaries and scholarship to children or learners.
2. They can also provide food and clothes for the poor. They can also donate prizes to those children who perform so excellently as a way of motivation.
3. They can also help parents of the children (learners) by providing job opportunities.
4. Private sectors can help the society by building classrooms, laboratories, libraries, administration blocks and sporting facilities.

They can also help by purchasing teaching and learning aids.

These types of partnerships will help in socio-economic development of the region. The teacher cannot carry out his task in isolation. The school is part of the community. So, the teacher needs the assistance and opportunities offered by the community as a whole. The child is a member of the community and he or she will remain a member of the community for a long period.

The child has certain interests and needs and he or she expects certain things from his or her community, i.e. the community ought to help in educating the child, as already mentioned the community can help by providing classrooms, furniture, textbooks, teaching and learning aids and the building of libraries and laboratories and sporting fields. The communities are also expected to arrange social gathering where children are addressed and form groups to fight and combat crime and gangsterism.

The church which is the community of the believers cannot be left out of the education of the child. It plays a role in instilling religious and moral values. Therefore, the church as part of the community as teachers, businessman, stateman, scientists and parents cannot be indifferent and cold towards the education of the child. A state-parent-teacher-community-pupil co-operation and continuous consultation is an important factor for success in values education. Each of the parties needs to make an input to ensure that the education responds to expectations. This collective involvement helps to eliminate student or teacher or parent or community unrest over dissatisfaction with aspects of the education process.

The private sector and the business communities need to involve

themselves in the education of the youth by providing awards to the best pupils. This can help in encouraging pupils as well as parents. Just like what the Tshikondeni mine has done on the 9th October 1998 (Mirror 1998 : 8) when several awards were given to the best pupils at Thengwe Secondary School. Parents of the learners who received awards were pleased and motivated. Thengwe Secondary School is one of the school situated at the remote area of Venda in the Northern Province. The Tshikondeni mine is right in the extreme north of the Northern Province in Venda.

According to Ndivhuwo Musetha (Mirror 1998 : 8) Mr Kone of Tshikondeni mine awarded the Mathematics and Science awards to Phumudzo Nemaunguwi, Tendani Malumedzha, Elelwani Phaduli, Tshilidzi Mudau, Rendani Netshiongolwe and Lufuno Ravhutsi as the best learners in Physical Science. The best pupils in commerce were Vhonani Kwindi, Elizabeth Tshovhotwa and Gerson Nemutanzhela. Tendani Malumedzha and Marcus Nkhumeleni were the best pupils in Geography. Marcus also received an award for the best pupil in English in Grade 12.

During the ceremony, the principal received a cheque of R2 000 from the Tshikondeni Mine to be used towards school management.

The ceremony was attended by parents of all learners at that school. One of the parents responded and was very happy. The ceremony which was initiated by the Tshikondeni Mine motivated not only learners but also parents. Mr Kone is a leader at the mine who is a parent with the participatory approach in Education. The business communities are expected to participate in the education of the child in this fashion.

5.4 THE SGB (SCHOOL GOVERNING BODY)

This is a group of people who are allowed by the authorities to govern a local school within certain limits. They are either elected or appointed. Members of governing bodies represent the school and its community including the parents. In other words, the job (task) of the governing body is to promote the best interests of the school and to ensure that the learners at the school receive the best education possible. The main task of the governing body is to help the school principal to organise and manage the school's activities in an effective and efficient way. In other words, it must help the principal to govern the school well. It must also make sure that the school is run in the best interests of all the stakeholders.

According to the Department of Education in school governance starter pack (A resource for school governing body members 1997 : 7). Some of the duties of the school governing body are :

1. Contribution to the formulation of the school policy : i.e. school hours, language policy, religious policy, dress code, learners' code of conduct, and the school's goals.
2. Contribution to school development : a development plan, getting voluntary helpers when needed, partnership with the community, and relationships with other schools.
3. Contribution to the school administration : looking after the school's buildings, groups and other property, and deciding when others may use this property, the appointment of staff, an annual general meeting of parents, and reporting to the school community.
4. Contribution to school finance : raising funds, opening a bank account, and overseeing the school's income and expenses.

According to the relevant education laws the Department of Education guide for establishing school governing bodies (School governance 1997 : 11) the school governing body consists of :

1. Parents.
2. Educators.
3. Learners.
4. Non-teaching staff and
5. Co-opted members in the community of the school. A co-opted member should be people in the community who have an interests in education.

According to the rules of electing members and constituting the committee, the person to be given the portfolio of chairpersonship must be parent not an educator. This is a sign that the parent is prominent figure and his or her role needs to be observed. As far as the democratisation of education is concerned the stakeholders of education are : parents, educators, learners, members of the community and the state. So, there must be partnerships between all stakeholders with these partners working hand-in-hand.

Even though the state cannot provide everything and do everything for the school, it is the task of the state to make sure that enough schools are built and looked after, that teachers are well trained and paid, that books and other equipment are bought and that good standards of education are maintained. The state must also try to ensure that enough money is made available for all these to take place. It must also make further education more available and accessible to everyone.

This body therefore requires the full cooperation of parents. Interested, able and capable parents are a need in composing this important body in the education of the child in Venda. Community education to arise the parents awareness in this regard is necessary.

CHAPTER 6

THE ROLE OF THE CHILD (LEARNER) IN HIS/HER EDUCATION

If the role of parents in values education with special references to the situation in Venda (Northern Province) is researched and discussed, the child (learner) himself or herself cannot be left out. It is therefore also essential to discuss his or her role in his or her education. As education is child centred, it is him or her who needs to play an important role to make the atmosphere conducive to learning and teaching.

There are therefore efforts which are expected of him or her. It is necessary that the child (learner) realises that the process is meant for his or her future so that he or she must commit himself or herself to this process and have a positive attitude.

6.1 SELF-EDUCATION

For one to be educated one also needs self-education. Self education refers to one's own efforts, rather than schools, teachers and parents to become educated.

6.2 SELF-CONTROL

Van den Aardweg (1988 : 206) states that self-control is a condition arrived at when the individual, through his own will, is able to control his behaviour. The young child (learner) needs to exercise self-control which is a prerequisite for social acceptance.

6.3 PREPAREDNESS

6.3.1 Morality as an essential feature of preparedness

According to Griessel, Louw and Swart (1995 : 197) morality serves to affirm and protect the particularity of every person's adulthood. Furthermore viability or moral adulthood cannot be attained through biological growth, but has to be earned through dialogue between the youth in need of support and the adult who offers him or her that support. This occurs in an atmosphere of values with the youth's moral viability as the goal and objective.

6.3.2 Preparedness as an acceptance of norms and values

A viable person is one who does not do what is proper simply because others expect it of him or her, but does it for the sake of propriety. That is to say, he or she lives under the authority of certain norms with which he or

she has identified. It is a fact that a human being is at all times aware of norms. He or she participates in life and reality wittingly and willingly, but in so doing he or she is influenced more forcefully and directly by values than by norms. All human thought and decisions are directed and carried by values and value-judgement, values may be judged in terms of moral, religious and aesthetic consideration, in terms of what is useful, pleasurable, life-improving and effective.

That the child (learner) ought to be prepared is thus aimed at instilling a sense of values and increasingly rendering the youth fit for moral adulthood. To become viable, the learner must be guided by sympathetic educator who will explicitly and implicitly exemplify the meaningfulness of values to him or her and the learner ought also to be ready. In this sense the educator who engages in preparing the learner will continually pursue the aim of moral adulthood. Griessel, Louw and Swart (1995 : 1980) further indicate that learner can only be guided to moral adulthood on the basis of norms which he or she makes his own, and the learner who grows up with morals will experience the norms as reality of his or her life and he or she will be viable. In accepting the values, such a viable person will not only internalize the values himself or herself, but will concern himself with others and instil these values in other people as well. Hence a viable child (learner) is prepared to pursue and pass on norms and values.

6.3.3 Preparedness as moral independence

Preparedness presupposes moral independence, an independence which enables a person to choose between right and wrong and good and evil on the basis of values which he has earned for himself or herself. These should give the person the conviction and the courage to do what he must even in the face of public opinion and self-interest. In so doing he is placing himself or herself under the authority of norms which are valid to him or her, and thus he or she is able to exercise viable choices. This implies that the person is aware that he or she has a choice between various possibilities and that he or she can act according to his or her values. If so the learner can realize to what extent he or she can stand on his or her own. The child (learner) must therefore be prepared to learn to discriminate between the moral good and evil. It is essential that the learner be aware that his or her preparedness include love and esteem for the good and the beautiful, commitment, humility, orderliness, thrift, punctuality, industriousness honesty and uprightness.

Moral independence thus implies that the viable learner has the ability to distinguish between what is proper and what is not. The learner needs therefore to have the resolution and courage of his or her convictions to act

in accordance with what is proper in the face of temptations and multivalent influences even from a technocratic society.

6.3.4 Preparedness as acceptance of authority

It is evident that a viable learner is in some way concerned with obedience and submission to norms and values, these being a form of authority which requires him or her to be loyal and submissive and not to do as he or she pleases but as he or she ought to. Preparedness therefore implies accepting authority which in turn indicates acceptance of norms and values. This shows that the learner then, will have to allow himself or herself to be addressed by values and by abandoning his or her egocentricity so that his or her values will influence what he or she has to do.

A prepared learner willingly and lovingly accepts the lines of authority laid down by law. A law-abiding, moral learner will offer a viable response to the demands of his or her fellow learners, parents, society and government. It is therefore necessary for the learner to observe rules and regulations as they are essential to an ordered society and ensures an authentic coexistence of human beings.

6.3.5 Preparedness as freedom to responsibility

The learner needs to understand that, although human life is free, man is never free in the sense of being without norms and values and therefore totally unrestrained. Freedom is an opportunity for something. This implies mastering what has been given in order to live in its service. Griessel, Louw and Swart (1995 : 203) living in freedom means freedom from threat through to personal freedom, which is freedom to responsibility in commitment to the supreme authority. Freedom to responsibility entails self-discipline, including inner discipline and when a person freely permits himself or herself to be constrained by inner values and norms, he or she usually chooses what is valuable and acts creatively. As such every human being is responsible for transforming an existing situation into one that will conform to what ought to be. The learner must also realise that in education and in life in general every situation is an opportunity which calls for a response in the form of significant attribution through actualization of values.

6.3.6 Preparedness as a hope for the future

It is also essential for a learner to believe that living in this world is

meaningful since there is hope for the future. He or she needs to have hope for the future and believe that hope lies in faith which gives a human being the energy to participate actively in constituting a new world for himself or herself. The learner must have faith as faith gives a meaningful vista on the future. Preparedness as hope for the future is always related to values, since man is the only being who is influenced by values and man's participation in life and reality is evaluative. Preparedness is characterized by hope for the future, by dependence on well-meaning fellow men and on authorities.

6.4 LEARNERS NEED TO KNOW THEIR ROLE

Even if parents are illiterate, they should be respected. To be a parent one does not need to be academically qualified. They deserve respect. This is one of the requirements every learner is expected to fulfil. Other issues which the learner should consider in the learning situation are :

1. Students (learners) need to understand the purpose of their learning.
That by learning they are building their own future.
2. Teachers and parents are only assisting them. And they are to learn

skills and procedures in a meaningful way i.e. when they commit themselves to the learning situation.

3. Students need to bring their prior knowledge and concepts to bear upon lessons, and they should develop a habit of critically examining their own thinking.
4. As part of daily classroom life, students have to sustain discussions by eliciting and responding to one another's ideas. They should have discussions in which they advise and guide one another in seeking the best. These discussions should be thoughtful and show children's (learner's) reasoning in interpersonal considerations.
5. Children (learners) need to actively and spontaneously apply what is learned at school in actual life situations. This serves as a motivation to themselves and to those who are helping or leading them e.g. teachers and parents.
6. They must learn to read for pleasure and spontaneously apply what they learn to problems of daily life.
7. Learners should show eagerness and persistence in their learning, because they are the ones that need help.
8. Learners are to be interested in learning itself. They need to feel personally committed to school rules and norms and they need to spontaneously apply them to new situations, and learn to work well with one another as they will be the future community.

9. Children (learners) are to see fellow learners primarily as collaborators and not as obstacles to their own success. Learners should be careful and not allow themselves to be used by other people who want to reach their own goals, e.g. politicians. They must not allow obstacles to stand in the way of education.
10. Children (learners) have to believe that their teachers and parents value them and they are working to help them succeed in life.

All members of the school community, that is : students or learners, parents, teachers and other stakeholders should develop strong positive bond with one another. They are all important pillars in education needed to support the child.

The child who is a learner, as the name indicates must learn by playing an active role. If the child does not learn actively, purposefully, with concentration, with motivation, in a systematic way, then the aim of education will not be realized. The child needs to realize that learning involves the active participation of the learner (child) in the central teaching and learning occurrence. This is what the whole education system is based on and to which it is directed.

The child has to contribute to the creation of a context in which learning can progress favourable and healthy. The child needs to try to stop strikes and school boycotts. If the child, however, does not honour his obligation in this situation, everything will be to no avail. The child has, therefore, a responsibility with regard to the main task of education to contribute to educative teaching which is carried out by means of learning.

The children (students) have a rightful share in the management of the institution to which they belong. This must however take place in an organized way by means of selected pupil representatives. Students make use of or create structures and through their representatives obtain a say in matters affecting them directly, such as their rights, privileges and opportunities to participate in the learning programme. The students should realize that their representative body, LRC (the Learners Representative Council) is not formed to destabilize the teaching and learning atmosphere. They have to fight with all their means their fellow students with bad manners, those who disturb learning situations and those who undermine the authority of the teachers.

Children (learners) should be self disciplined and be of good conduct for them to be regarded as right partners to take part in decision-making. It is expected that learners with bad manners should not be allowed to take part in the decision making process.

According to the Government Gazette, Department of Education (1998 : 08) learners are expected to commit themselves to do their work during classes, complete assigned homework and catch up on work missed because of absence, and disruption of schools. It further emphasises that learners need to attend school regularly during school hours and if a learner is absent, his or her parent or legal guardian must notify the school to explain the absence. They also need to know that they have responsibility to learn and develop their full potential academic, occupational, social, sport, spiritual, art and cultural and should actively participate in the learning process. There should be a relationship of mutual trust and respect between learners and educators. This facilitates their education.

Learners are represented in the S.G.B. by the LRC (Learners Representative Council). Their representative should be learners with genuine interest in their education and school, who promote proper conduct of learners and are faithful, available and teachable.

Learners should realise that it is not proper to give bread to a person everyday, but one has to teach a person to make bread for himself or herself everyday.

According to Van Schalkwyk (1986 : 204) the education system can only derive its existence, structure, contents and aim from education and teaching. It is meant for the development of a child to become a more fully-fledged human being, that is, to fulfil his or her complete and responsible purpose of being a human being. The child is therefore a focal point of the education system.

Van den Aardweg (1988 : 37) says that a pupil should feel that he/she belongs in the class, is accepted and worthy and can make a contribution. The pupil, on his part, should realize that trust, respect and acceptance of the teacher is also essential for a healthy classroom climate. The pupils need to know that the quality of personal relationship between teacher and pupil are paramount to a healthy classroom climate. The child must be made to believe that for education to take place a certain climate should be present. The behaviour of a child is expected to be characterized by willingness, and eagerness. The child should keep in mind that his way of

living, thinking and behaving must be acceptable in the learning and teaching situation.

The child in a learning situation ought to be a motivated learner who values learning. The child who values learning is on the right track. Such a learner is attracted to reading, writing, thinking, calculating, and problem solving, which generally lead to occupational success in adult life.

Students are to realise that if they obey and respect their parents and teachers who are guiding them, they will reap rewards in the future. Learners (pupils) should become active seekers and not passive recipients. Learners need to be positive in the educational situation, and learners should know that there is no magic to learning except commitment and dedication.

6.5 THE THREE BASIC NEEDS

Learners are to excel in the way they involve themselves in education. The three basic needs; love, acceptance and protection are important in education. The needs are expected to be delivered by all the stakeholders

in the education of the child, i.e. parents, teachers, children and the government. The three emotional basic needs are:

- (a) Love : Parents want to be loved by learners (children). Teachers want to be loved by learners (pupils). The children (learners) also want to be loved by both their parents and teachers.
- (b) Acceptance : Parents want to be accepted by their children. Teachers want to be accepted by their pupils and also want to be accepted by both parents and the teachers.
- (c) Protection : Parents want to be protected by their children, respect is a means of protection. Teachers want to be protected by their pupils, pupils also want the protection of their parents and teachers.

Children (learners) need to be assertive persons who actively seek out what they want. For example a job that suit them, hobbies that interest them and friends who stimulate and support them. Children (pupils) should not be bored with their work, their families and their social lives. It is especially important for a child (learner) to feel confident and good about himself or herself. If children are asked why they are at school everyday, they should be able to answer that in order to learn and get good jobs. This is a sign that children (learners) have knowledge and are aware why they are attending school.

A child's education does not rely on textbooks alone, but is also received from parents, teachers and community (Barker 1994 : 26).

6.6 Learners need to see education as the transmission of knowledge, the achievement of understanding, the formation of character, preparation for life and as self actualization

In examining Maslow's hierarchy of needs (Barker 1994 : 56) the final pinnacle of personal growth is reached when the individual achieves the full development and acceptance of himself as a person. This is important for a learner to realise. This happens or will happen when the child (learner) has explored all the possibilities of his or her own nature, developed them and, at the same time, come, to recognize and accept his or her own limitations. It represents a realistic appraisal and recognition of his or her own self-worth. By discovering and developing his or her potentials, a child comes to know who he or she is. He or she establishes his or her own identity and dignity as a human being. The learner must know and understand that the person who achieves this self-actualization is free of prejudice, jealousy and fear. He or she is able to think for himself or herself positively, creatively and spontaneously. He or she will show a real sense of joy and happiness in being alive. He or she is self-confident and at peace with himself and the world (Naude' & Bodibe 1990 : 71).

6.7 Learners are supposed to adhere to an acceptable code of conduct meant for them, according to the departmental document (Draft code of conduct for learners orientation 1997 : 1). These include points like:

1. It is the obligation of all learners to protect school as well as home property.
2. The learner must realise that misuse and damage to school and home property shall be regarded as a crime and an offence.
3. The learner should learn that school premises and classes must be kept neat and clean. This is also a training for the future.
4. All learners are expected to commit themselves to their school work.
5. Failure to do homework, classwork and non-performance of any academic task shall be punishable unless there are valid reasons.
6. Learners who disrupt schooling and the learning process of fellow learners will be charged.
7. Learners who destroy, steal, do not return school books and victimise others will be punished.
8. No learner should bully and intimidate others. No learner should bring,

consume or distribute drugs or alcohol on school premises and no one is to bring weapons or any other instrument that may threaten the safety of other to school.

9. All learners are expected to arrive well in time for the school day, and to be punctual at all times. Late coming is considered a violation of the code of conduct and transgressors have to account for such behaviour.
10. Learners must know that repetition of the same offence is taken as a serious offence.
11. Learners are expected to leave at a time agreed upon by the school. Permission must be sought and obtained from the school authorities to leave at any other time.
12. Learners should know that failing to observe and adhere to the above stated code of conduct can result in them being reprimanded and expelled.
13. A learner who values the above rules and regulations will become a good citizen in the community and the community will value his or her presence.

The researcher interviewed two grade 12 students about the topic : “What do you think should be your role as a learner in your education?” The two students the researcher contacted were of different sex. The boy is the

president of the LRC of Dengenya Secondary School.

According to Muhanelwa, the learner at Dengenya, it is necessary for a learner to be obedient. He or she should know what is expected of him or her. So he or she can keep his/her work in order all the time. While maintaining good relationship with his/her teachers.

Muhanelwa thinks a learner should always be clean and sober. According to her it is essential for every learner to realize that he or she should always be clean and take only soft drinks. She emphasised that a learner should be kind, and well behaved so as not to be punished every time. He or she should be in a proper uniform and should always be punctual for school. A learner should be trustworthy, always telling the truth. Education needs an attentive and cheerful learner. He or she must always be in a good spirit with his or her teacher. (Muhanelwa 1997.05.15).

According to the president of the LRC (Learners Representative Council) of Dengenya Secondary School, Shandukani Owen, the learner should realise he/she is the one who needs help and that teachers and parents are only there to assist him.

He or she must know that any disorder in education from whatever sources, affects his or her future. He or she is the one who must strongly strive to build the relationship between himself or herself and the teacher.

According to this student, a learner needs to be a selective person in terms of friends. He/she must select friends who will encourage him or her to study. Owen thinks a learner should be a person of principles, one with goals. A learner should realise that nobody should force him or her to study, it is his or her duty, as that is why he/she comes to school. (Owen 1997.05.15).

In connection with some learners who arrive late for school, "Upbeat" asked some pupils to tell what they think should be done to late comers :

Valentia Khoza (16), thinks, learners who go to school late should be disciplined as they go to school late because they want to undermine the teachers' authority. Phumzile Mange (13) says, late coming is not good thing, especially for school children and culprits should be made to clean the toilets. Thembani Ngcobo (14) says she would suggest three drastic measures that the teachers can take to stop the late coming problem :

expulsion from school, the use of a cane and exclusion from lessons. The drastic measures which the learner here is referring to, is just an indication that something must be done in order to improve.

Doreen Sithole (16) thinks those who come late to school have their parents summoned to school to explain why their children have habit of arriving late for school. Hopefully this may result in reprimanding their children about being late to school.

Bafana Magugula (11) thinks late comers to school should be made to clean the school yard. They must also explain why they are late. If they do it repeatedly they be punished.

Thami Nkomo (11) thinks the best remedy for late comers is for them to clean the toilets. Since nobody likes to clean toilets because they are filthy may be, this will make some of the pupils who are constantly late, think twice before they commit the same offence (Upbeat 1996 : 16).

Education is child (learner) centred. The behaviour of the learner determines the goal. It is necessary that the child's (learner) side be encouraging and motivating. Responsible parents and the teachers will

sacrifice whatever they have in order to help any child (learner) who cares about his or her education. People and companies which sponsor education also share the same sentiments. Therefore the attitudes of the learners towards education should be positive. So they can build their own futures.

CHAPTER 7

THE ROLE OF CHURCH ORGANIZATIONS IN THE NORTHERN PROVINCE : A BIBLICAL PERSPECTIVE

7.1 INTRODUCTION

The Biblical perspective of the parents role in values education, with special reference to the situation in Venda in the Northern Province, cannot be ignored as some schools in Venda were started by the missionaries. Churches at that time hired teachers to teach children. Such teachers were members of the church as they wanted to see teachers of good conduct.

Mr Ravhura, representative of the Ravhura chief's kraal (1998-06-27) said that Makonde Primary School was started by the missionaries of the Presbyterian Church from Scotland. Those missionaries started the school right at the chief's kraal. Children were taught there and later the missionaries built the school. The school was handed to the community in 1955, with the government taking it over later. The Georgenholtz Primary School was started by the missionaries of the Lutheran Church from Germany. This is a primary school situated at Haluvhimbi in Venda in the Northern Province. Another school which was started by the Lutheran

Church is Ravhura Primary School at Makonde Village in Venda. Khubvi Primary School was started by the missionaries of the Salvation Army. And the Tswera Primary School was started by the missionaries of the Dutch Reformed Church (Mr Ravhura 1998-06-27).

Therefore, the reference to the Biblical point of view is necessary. The Proverbs of Solomon, son of David, king of Israel say : "for attaining wisdom and discipline; for understanding words of insight; for acquiring a disciplined and prudent life, doing what is right and just and fair, for giving prudence to the simple, knowledge and discretion to the young let the wise listen and add to their learning, and let the discerning get guidance - for understanding proverbs and parables, the sayings and riddles of the wise. The fear of the Lord is the beginning of knowledge, but fools despise wisdom and discipline" (Proverbs 1 : 1-7).

Like other role players and educational partners, the role that the church can play cannot be underestimated. The church's influence in the education of the child can play a significant role.

The fact that Seikgoni Secondary School and the Northern Province Council of churches signed a memorandum of partnership, is an indication that

morally, the church has got a significant role to play (Great North News 1998 : 7). According to Great North News Elvis Tshikudo reported that Mantjie Pataki, Northern Province Council of churches organising secretary, got involved in the education of the learners of Seikgoni Secondary School, after he learned that learners and teachers of that school had not produced good matric results.

Mr Pataki said the church believed in human excellence and the desire to see people use their God-given potential to the maximum and as a result, they thought they had a contribution to make towards the improvement of the situation at Seikgoni Secondary School. "As a compliment to this announcement, we are appealing to educators, learners and parents to work hard and create an environment which is not hostile to learning and teaching. There can be no effective learning and teaching if the climate is hostile to anyone of the participants.

Success will be measured against the values which we are ready to implant in this community. Values are those elements in our human life that direct us to greater virtue. They build societies and are responsible for reminding us about the sacredness of life" (Great North News 1998 : 7).

According to Mr Pataki's statement the interchurch youth, which was the youth wing of the Northern Province Council of churches, would help by conducting a workshop on accountability and leadership with all the Learner's Representative Councils of Schools, in partnership with the Northern Province Council of churches, in order to affirm their practical involvement in uplifting the standard of education in the Northern Province.

According to Phalaphala F.M, the Radio Station in the Northern Province (02 November 1998) the Japan Embassy was handing over the six classrooms which the Embassy constructed for Sambandou Primary School on the 30th October 1998. Sambandou Primary School is a primary school in Venda, under the jurisdiction of the Mutale inspection Area, the area right in the extreme North.

It was during that handing over when the history of that school was read. The Principal of the school pointed out that Sambandou Primary School was started by the Salvation Army Church in 1906. The school is the significant contribution by the missionaries of the Salvation Army, as such it is important and necessary to make mention of the Biblical point of view when discussing the education of the child.

God made it possible for man to educate his/her children and therefore any discussion concerning education cannot leave out the Biblical point of view. After the creation, God guided man. Man was told what to do and what not to do. So must the parent guide and teach his or her child.

According to Larsen (1984 : 43), God commands parents to teach their children : “And these words which I command you this day shall be upon your heart; and you shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise. Tie them as symbols on your hands and bind them on your foreheads. Write them on the door frames of your houses and on your gates” (Deuteronomy 6 : 6,9).

According to the above message to all believers in the Christian faith of all the educators in the education of the child or in the rearing process the parent is the paramount stakeholder. And it is clear that the parent has a responsibility to participate. If a parent does not fulfil this task, he or she is liable for punishment.

God's orders to parents, must not be neglected and ignored. Children are gifts from God according to the Christian faith. The Bible teaches clearly

that we should see our children as gifts from God. “Sons are a heritage from the Lord, children a reward from him.” (Psalm 127 : 3). If a person does not have a gift of bearing children, he or she can trust God and it is in His hands. He knows what is best for a person. But if he gives us children, He expects us to give children all they need and to lead them in God’s way.

7.2 HOW TO RAISE CHILDREN

One of the most important guidelines for parents is found in Ephesians (6:4): “Parents, do not treat your children in such a way as to make them angry. Instead, bring them up with Christian discipline and instruction.”

From the book of Proverbs it is clearly seen that both parents should work together in the education of their children. One reads constantly of the instructions to the parents. “Do not make your children angry.” The expression “to make angry”, translated also means ‘to trouble’ or ‘to frustrate’. It even has the meaning of confusing your children. There are different ways that parents can ‘confuse’ their children. Parents should not drive their children too hard and expect them to do things and act in ways that are impossible for someone of their age, talents and gifts.

From the beginning, parents should not be surprised if children sin, because they are not angels and they are born sinners. But parents are there to cordially and responsibly guide them. Parents must not expect children to act like angels. If they have such expectations they will be disappointed. But parents must try not to lose their temper and to curse and shout at their children. When a parent wants to talk to his or her child, especially when he or she wants to discipline the child, he or she must remember the words of Ephesians (4 : 31) : “Get rid of all bitterness, passion and anger. No more shouting or insults, no more hateful feelings of any sort. A gently answer quietens anger, but a harsh one stirs it up.”

Parents also confuse their children if they tell their children to do something but do the opposite. Children learn by example. If a parent tells his or her child to be at home before six, and he or she arrives at home at nine, or do not come home at all, it is the opposite of his message and the child may not comply. The parent should teach by what he or she does and by how he or she lives.

If parents send their children to church, but remain at home themselves they are teaching the children that church is only for children (young ones), and that church going is not necessary. Parents should show their children how to live and the values of life.

One of the issues which causes a lot of confusion in raising children is a lack of order and discipline in the home. The Bible says : “When we are punished, it seems to us at the time something to make us sad, not glad. Later, however, those who have been disciplined by such punishment reap the peaceful reward of righteous life” (Hebrews 12:11). A righteous life is one that is right before God. The fruit people reap when living a righteous life is peace. Children must be told about this values.

Parents must try to accept all children. The love for children at home must be equal. Children at home must share equal love from their parents. The same must take place at school.

Children who grow up in homes where there are no set rules, feel insecure and become confused and undisciplined adults. A child needs to know what is right and what is wrong.

Discipline and punishment should be applied with true love, so that while parents are punishing them, children must still feel that their parents have not stopped loving them. Children should be made aware that by being a disciplined person he or she will be regarded as a useful member of the

society in the future. People want to live in peace and harmony. These are some of the good values of life.

7.3 GUIDELINES TO PARENTS

In Ephesians (6:4) God commands parents to bring up their children with discipline and instruction. The purpose of discipline is self-discipline. Children should be taught the right way of living, so that they will keep on doing the right thing when they are on their own.

As children grow older, parents should help them to make the right choices for themselves. Parents are to trust their children more and more as they grow up. Tell them when you are proud of them because they had made the right choices. Show them how bad choices bring unhappiness.

In this way parents help children become self disciplined before they leave home. There is real wisdom in the words of Proverbs (2 : 6). "Teach a child how he should live, and he will remember it all his life." Discipline is an instruction with a bite in it. It should be done by encouragement and giving rewards when children do good and with punishment when they do not obey.

When instruction is not followed up by discipline of this kind, children will bring sorrow to their homes, mostly to their mothers. That is why Proverbs (29 : 15) says “correction and discipline are good for children. If a child has his own way, he will make his mother ashamed of him.” Parents, if you do not punish your son, you do not love him. If you do love him, you will correct him” (Proverbs 13 : 24).

Parents should of course control themselves when they discipline and punish their children, and never do it in order to vent their anger on their children. The punishment should fit the mistake and should be reasonable. God has given parents full authority over their children. The husband is the head of the home, the wife is his helper, and the children must love their parents and obey and honour them.

It helps parents to make a simple set of necessary rules to decide on the punishment a child is going to receive when he or she breaks each of the rules. One way to help parents to train their children according to the Bible, is to make a list which look like : MISDEED and PUNISHMENT.

It is better to plan punishments that are productive. The rules must be fair and clear and must always be applied in the same way. The children must be given a chance to suggest any changes they believe would make the

rules better. But the parents have the final say, since they are responsible to God. The rules must then be put up somewhere in the home where all can see. Then they must be kept by both parents and children. Parents should, therefore use the Bible to teach their children how to live. This should be done when they go to church or when they read the Bible during family worship. Parents should discipline when they talk, when they walk along the road, when they lie down and when they wake up.

CHAPTER 8

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS

8.1 SUMMARY

8.1.1 CHAPTER ONE

In chapter one the explanations and definitions of terms are stressed. These are the explanations and the definitions of the terms of the title : the role of parents in values education with special reference to the situation in Venda in the Northern Province. This is to highlight and give clarity to the specific area where the problems are. The “role” is the function or the task. This refers to the major part to be played by parents in the education of their children. It brings us to the understanding that, parents are key figures in the education of the children. Who are these parents? The term here needs clarity. Parents are persons having lawful custody of the pupils (learners). Their presence and tasks are important and have a great influences in the education of the child. They are the ones that bring up children.

Values are that to which a society, cultural group or individual attaches worth. According to the definition in chapter one, no human life can exist or blossom without them. The examples are moral values, social, economic etc.

Education is regarded as a process where a responsible adult leads, helps, supports and accompanies a child to self-actualization.

That education is a purposeful, conscious intervention by an adult, is an indication that the adult is expected to interfere when the child is growing. Education therefore is a process of living, and not only a preparation for future living.

Comparatively speaking “Venda” is a region in the remote area of the Northern Province, where most of the parents are illiterate and do not have active influence on the education of their children.

The definition of “hypothesis” in chapter one explains that it is a tentative proposition, a prediction suggested as a solution to a problem. The researcher has been motivated to do research by the situations which are prevailing at schools in Venda in the Northern Province. There is a lack of discipline at schools, as a results there is a large number of failures. The hypothesis of the researcher is that, situation exists partly because of the lack of effective or active participation of the parents in the education of the child. The role the parents can play can be a remedy to this undesirable situation.

The research method applied here is the interview. Parents, learners, educators, principals and officials in the Education department were

interviewed. Literature study was also conducted. Different educational documents and books were studied, libraries were consulted and some schools were visited and a case study method was also used.

8.1.2 CHAPTER TWO

What is being pointed out in chapter two is the fact that values education is considered worldwide, since education in every society, be it advanced or primitive, formal or informal is concerned with teaching children how to live in that society.

Schools, as formal educational institutions should advance the image of the society in which they are found and foster relationships which may help pupils to take their rightful place in that society. This includes the transmission of culture, the history of the society, its religion, its values, attitudes and way of life. A school is not an island. It exists within a community. It spends public funds. Its learners bring with them their own experiences or home, family and the neighbourhood. The school is therefore part of the community.

The school educates children to take their rightful place in the world outside and the raw materials for the work of the school are in the first instance found, not in books, but in first-hand experience, that is life. People cannot, therefore, isolate what happens in school from what happens outside.

People have to start where children are and use the environment as part of the learning material.

There should thus be a conscientious effort by those concerned with education, namely the principal, teachers, the chief and elders, parents, school committees, SGB, circuit inspectors, and the learners themselves; in fact, the whole community. All concerned should work together to promote good life.

8.1.3 CHAPTER THREE

This chapter is about the analysis of the situation at the different schools in Venda in the Northern Province.

Questions used for the analysis include : What is happening at the different schools? Are conditions at the different schools conducive to proper learning and teaching? What are the problems which are being faced? And what can be the suggested solutions?

There is a lack of discipline at different schools. The assumptions are the suggestions that the participation by parents can play a meaningful role in restoring and maintaining discipline at schools.

After the maintenance of discipline at schools, conditions will be conducive

to learning and teaching. Discipline is the corner stone in the learning process. A disciplined pupil is a ready learner. Learners need motivation from parents. Who should create the conditions conducive to learning and teaching? The answer is clear : the teacher, pupil and the parent. Of all the three with the help of other agents, the parent is regarded as the most important stake holder, since it is the parent in the community who is closest to the school. It is obvious that teachers need to strive to make the parent-teacher relationship as close and cordial as possible. Parents have even more vital a stake in the education of their children than the teachers have. They ought to be treated as partners by teachers in the education of the child. The progress of successful classroom teaching depends on effective contact between the parent and the teacher. In the investigation which the researcher did it was found that there is no co-operation between teachers and parents which explains the lack of discipline at schools. Learners fight teachers and do not regard them as their parents at school, who deserve respect.

If there can be mutual understanding and co-operation between teachers and parents, and learners respect their teachers and their parents, results can improve. The activities of a school are aimed at good results and there must therefore be discipline. Without proper discipline no school can expect to function efficiently. Parents are the corner stone of discipline.

8.1.4 CHAPTER FOUR

This chapter is one on the educational values in the life of the child. According to this chapter in order for a child to attain the values of life there are basic needs which a child has to meet. These needs must first be met so that a child can learn and acquire knowledge. Such needs are the following :

1. The physiological needs;
2. Security needs;
3. The need for love;
4. The need to belong somewhere;
5. The need for esteem and appreciation;
6. The need for self-actualization.

Some of these needs are basic, e.g. physiological needs and if these needs are not satisfied there can be no education and development. In other words for a child to be educated, parents need to supply them with food, water, shelter and clothes. When a child is hungry, he or she cannot learn. Therefore, the support and the warmth of parent is necessary.

8.1.5 CHAPTER FIVE

This chapter emphasise the role of the most prominent stakeholder in the

education of the child - the parent. The chapter demonstrates how the role of the parents strengthen the educational values in the education of the child. Parents are the guardians of the learners. While teachers are also parents by virtue of them being adults and leaders, so their role cannot be left out. The role of the community at large is also inclusive.

In this chapter it became clear that the parent is the primary educator of the child. It is his or her natural task. It is a God given task which he or she is not expected to run away from. This chapter establishes that the parent-teachers relationship is of paramount importance. Parents are expected to consolidate this relationship by supporting each other and that will help when educating the child. The chapter also highlights the importance of the parent-community relationship.

A state-parent-teacher-community-pupil co-operation and continuous consultation is an important factor for success in a values education.

8.1.6 CHAPTER SIX

The chapter is on the role of the learner in his or her education. According to this chapter when the role of parents in values education is discussed, the role of the child or learner himself or herself cannot be ignored.

The expectation from the child or learner need to be indicated and stressed.

Learners need to know what is expected of them and parents ought to know what is expected of their children in the process of education. Children or learners need to know and accept without any doubt that the other stakeholders; parents, teachers, state and the community at large are just there to assist them in their education which is the only key to a bright future.

Learners need to know that they should co-operate with all the other stakeholders. It is the child (learner) himself or herself who should strive to stop strikes and school boycotts for the sake of his or her future.

It is necessary that children (learners) realise that they are vital people in creating favourable atmosphere which is conducive to learning and teaching. This will really motivate and encourage the other stakeholders to assist them more.

8.1.7 CHAPTER SEVEN

This chapter is about the Biblical point of view, i.e., what the Bible says about the role of the parent and the child in his or her education.

It is also important and necessary to look at the role of the parent in the education of the child in Venda from the biblical point of view. When discussing the role of the parent in values education what God says in the Bible should not be ignored. It is God who gives the child to the parent and

God has given the parent a task to perform. The task of bringing up the child according to His will. When people look back at the origin and history of education in Venda in the Northern province one finds that some of the agents of education were the missionaries. They were the ones who started education in Venda. They taught the forefathers how to read and write.

Those missionaries started schools. Some of the churches hired educators (teachers) to teach pupils. Such teachers were given the code of conduct under which to operate. According to this chapter, the Biblical point of view is necessary because parents need to know what the Bible says about their role in giving values education, to their children.

In this chapter on the role of parents in values education in Venda in the Northern Province, after the creation, God guided man. Man was told what to do and what not to do. So must the parent guide and teach his or her child. Guiding and teaching was started by God himself soon after the creation.

According to the Bible in Larsen (1984:43) God commands parents to teach children: "And these words which I command you this day shall be upon your heart; and you shall teach them diligently to your children, and shall talk of them when you sit in your house, and when you walk by the way, and when you lie down, and when you rise. Tie them as symbols on your hands and bind them on your foreheads. Write them on the door frames of your

houses and on your gates.” (Deuteronomy 6 : 6-9). This message indicates that; to all believers in the Christian faith the education of the child or in the rearing process, the parent is paramount stakeholder.

8.2 CONCLUSION

In summary, it can be said that education has a dual role. On the one hand it must meet the demands of the group by developing a sense of responsibility and obedience, a sense of justice and fair play, a sense of duty, a recognition of the dependence on others and full appreciation of the brotherhood of man, but on the other hand, it must also aim at developing the individual nature of the child. In order to achieve this it must emphasize the personal worth and dignity of every child making him or her feel wanted, accepted, respected and loved. It will help the child to develop his or her own unique potentials.

It will enable the child to realise his or her own individual human nature. The parents with the aid of other stakeholders must provide a rich variety of activities in the education of the child in Venda in the Northern Province. The chance for the child to achieve personal self-actualization will be there. This will imply a multitude of different values in life.

According to the research, the parent and his or her partners in education in Venda need to act responsibly. There is a need for exercising authority.

Without the authority of the parents, learners cannot grow up well similarly without the authority of the teacher, the pupils cannot learn. That is, the teacher has to enforce his or her authority. For example, how is it possible for a teacher to teach if the pupils come and go from the school any time they want? Therefore, parents must help teachers in exercising this authority.

It is an essential task of parents to control this kind of situation. They must involve themselves in the education of their children.

The positive relation between the parent and all other stakeholders in education is an important contribution to learners' achievements in his life. In fact, the positive relationship itself is of even greater value than only good home and school influences.

The interaction of parents and other stakeholders' influences provides an important and powerful factor in creating an atmosphere supportive of learning and values training.

For example, it is helpful for teachers to clearly explain homework assignments. It is also helpful for parents to enforce expectations for homework completion. Both are important. When these different efforts are combined with parents and teachers meeting together to make the reasons for homework assignments clear to children, this cooperative effort can even

more positively motivate children to learn. The influence is powerful because of the integration of parents' and teachers' efforts and the consistent message that is communicated to learners. Positive parent teacher relationship ensures proper transmission of values to children.

Cooperation in the education of the child is part of "Masakane". When people are building one another and building the nations together. Team work in educating the child is building a nation. Parents support the education of the child by ensuring that the needs of the child are met so that when the child goes to school conditions are found to be favourable.

Such needs are like physiological needs, security needs, the needs for love and the need to belong somewhere, the need for esteem and appreciation, and the need for self actualization. Basic need such as food, water, shelter and clothes are the responsibilities of the parents.

Parents should ensure that children (learners) receive them, as no one can learn without them. A child with an empty stomach cannot concentrate and cooperate.

There should be dynamic co-operation among all the partners. The success in this will improve the educational situation. Not only that, the society will benefit for the real benefit to the business enterprise is found in the quality of qualifying students. The young people (learners) are the ones to enhance

the society since they are the ones turning out to be quality employees and consumers that will make the community into a winning society.

Children (learners) in Venda in the Northern Province must be made aware of the fact that they are the future community.

According to Steyn, De Klerk and Du Plessis (1997 : 104) in order to achieve this, the partners in education of the child should be progressive and be serving the educational aims. There should be no other organisations with hidden agenda to mislead the youth. Most importantly the education of the child should not be politicised.

The partnership and co-operation between the parent and the teacher in Venda should be child's-future oriented.

According to the Government Gazette, Department of Education of 15 March (1995 : 17 & 19) the education of the child needs the joint responsibility of all the stakeholders and should help one another in building a just, equitable, and high quality education with a common culture of disciplined commitment to learning and teaching.

The education of the child in Venda in the Northern Province needs to be addressed on the basis that there is need for understanding but not for vengeance, a need for reparation but not for retaliation, a need for ubuntu

but not for victimisation. The mutual understanding and the interpersonal relationship between all the stakeholders is a necessity in order to make the education of the child a success in Venda.

8.3 RECOMMENDATION

8.3.1 Introduction

According to this research, there are five major influences on a child's motivation to learn : Parents, teachers, government, business community and the community at large and the child himself or herself. Each major influence represents a system. The researcher discussed what was expected of each major influence in the education of the child. Based on the research to date as well as on the writer's personal experience, parents appear to be primary influence on a child's motivation to learn. Their formative effect on their children's motivation to learn has an impact at every stage of development, lasting through the high school years and beyond. This research has revealed that of all the roles played by all other stakeholders, the role of the parent in the education of the child is the primary one. All other stakeholders help the parent to fulfil this God-given task.

8.3.2 Parents

In the light of the previous chapters I would like to recommend :

1. that parents must believe that they can make a difference in their children's academic and personal development.
2. that parents need to ensure that their children are personally responsible for attending classes, listening carefully to teachers and participating actively in order to learn.
3. that it is essential that parents have a vision of personal success for each child and plan for making their dreams come true.
4. that it is necessary for parents to tell their children that personal effort is the only key to success.
5. that effective parents will discourage idleness and help guide their children's time into wholesome activities, to avoid an idle mind which is the devil's workshop.
6. that it is essential for parents to prescribe time for their children. They need to divide their time into different activities.
7. that parents ought to have a view that the family is a mutual support system and a problem solving unit. Parents should give every child at home some responsibilities which are appropriate to his or her age.
8. that parents need to try to be effective at home, by justifying the limits of the rules they set by citing ethical standards and they must ensure that rules set need to be followed.

9. that there should always be frequent contact with teachers.
10. that it is parents who ought to encourage and inspire their children to strive for inner peace and love.

This research has revealed that there is no one best way to be involved as a parent. Parents can be involved in a variety of roles over time. This involvement can take three forms :

- (1) The first is parent as educator to the child. This can involve the home setting where there is a positive learning environment, including supportive attitudes toward education and high expectation for success, or it can involve parents carrying out teaching activities and methods that support what occurs in the classroom, such as rewards for improved performance. For the situation in Venda, parent need to adopt this attitude.
- (2) The second form of parent involvement is when the parent becomes part of a programme in the school, such as a tutor to his or her own child.
- (3) The third form of parent involvement is as a community member supporting the school by serving on school committees and volunteering to work at school functions.

In all these forms of involvement, two things are probably apparent to children and account to some extent for the positive influence on their motivation to learn. The first is that they readily see that their parents believe education is important. Secondly they see that there is a formal or information unity between the school and their parents.

This form of integration of family with school creates a more powerful and consistent message in the child and should prevail in Venda (Northern Province). It will help the child to realize that learning is in his or her best interest and parents are there to help him or her accomplish it.

When parents are active, it helps them to know the teachers, to be aware of the curriculum, and understand the school. Through the support of the parents, teachers become more knowledgeable and more motivated to influence more capably their children's motivation to learn.

As adults parents must make conscious decisions to influence their children to be motivated by a wide array of values. While parents teach their children how to approach learning, they also teach them how to approach life.

Parents in Venda in the Northern Province must try all the time to be models, that is people who show by their own behaviour. Parents should live a life the children can learn from.

What parents stand for should be compatible with what they teach children at home. What they preach should be what they do. If parents are going to be models for their children, they may not want to smoke, they cannot drink, and they have to be respectable and behave properly in every way. There must not be any rumours about them. Children can learn a lot indirectly by observing the life their parents lead. Parents have to be upright, people who exercise self-control.

Parents ought to promote the best interests of the school and ensure its development by adopting the mission statement of the school. It is necessary that parents take part in drafting a code of conduct for learners at the school. They should also help principals, teachers and other educators to perform their task.

Parents are expected to help and support the governing bodies when they perform their tasks. Cooperative parents in Venda are essential for the successful functioning of the school. This means that parents need to cooperate with all other stakeholders of education to ensure that a culture of learning is fostered in every school. There need to be effective partnership between parents and teachers. Parents are the ones that ought to realize that teachers are assisting them in their important role. The partnership between parents and teachers could be characterised by mutual trust and respect, shared decision-making, shared goals and values, common vision, open communication , good teamwork, promotion of the

interests of the partnership rather than those of the individual and respect for the roles of the different partners.

Generally, parents who want to be effective in motivating their children to learn in Venda in Northern Province should :

1. Avoid family problems like being a single parent, to divorce, polygamy, bearing children at old age stage and early pregnancy, child abuse, poor relationship within marriage, lack of family counselling and guidance.
2. Avoid illiteracy, because illiteracy leads to poor development psychologically, socially, economically and physically.
3. Avoid wrong beliefs from some sangomas e.g. inheritance, diseases and witchcraft. These have bad influence on children.

I would like to recommend that parents in Venda should :

- (a) attend parent meetings.
- (b) attend school activities which reveal the potentials of children, e.g. soccer, rugby, debate, athletics, awards or medals giving ceremonies.
- (c) attend graduation ceremonies at Technikons, Technicals, Colleges and Universities.
- (d) Graduation parties and weddings.

Parents need to learn to be interested in media, e.g. watching T.V, listening to radio, reading newspaper and books.

They should learn to have good relationship with people like; educationists, social workers, psychologists, businessmen and doctors. A motivated parent can motivate his or her children. According to Pastor Mudau (31-08-97) on Radio Thohoyandou, scriptures teaching in the life of the child is of great value.

It is of value for a parent to teach scriptures to the children. Parents are expected to teach their children to thank God for what He has done for them. For example, to thank God for His protection the whole day.

According to Mrs Nethengwe on Radio Thohoyandou (31 August 1997) parents should select T.V. programmes for their children. So they do not watch all types of programmes. It is the responsibility of parents to guide and select programmes that can be a value to their children's life.

Parents and children are similar in that they all command human dignity. However, they are not equals, as the one is the educator who gives security and support while the other needs security and support. In children there is still something lacking as they are usually dependant, undisciplined and immature. In order to remedy this, they have to turn to their parents for support and guidance. Therefore children are expected to be committed to

being subordinates and give their parents the respect they deserve. Children are there at home to adhere to the guidelines given to them by their parents. It is the parents duty to make realistic demands on the children. A parent must also ensure that a climate of warmth, genuineness, flexible and involvement prevails in the home and that there must be a balance between freedom and responsibility.

Parents need to know their children well enough to know how much freedom the children can responsibly cope at a given stage. So, it is necessary that the parent in Venda must make decisions for their children. In Venda, Northern Province parents must show their children that freedom without responsibility can cause chaos. Parents in Venda should join minds and hands with all other stakeholders in building the education of the child. This is a campaign the Department of Education, Arts, Culture and Sports, Northern Province is making.

According to Phalaphala FM - Mirror Talk Back Show (Mirror : 09.09.97) one child voiced his concern and said : "My parents always fight to the extent that the neighbours are watching as if it is a soccer game. Sometime I intervene, but when doing so, my father said that I do not have respect. My parents conflict even affect my studies."

Parents in Venda in the Northern Province should try to avoid such a situation. Parents must be role models to their children. Bad behaviour of

the parents could be destructive to the education of the child. What good can a child learn from such parents mentioned above? With effective parents it is not necessary to wait for the teacher to take the initiative in opening lines of communication. For effective learning parents must take the initiative and contact teachers either by phone or writing but preferably personally, giving teachers any information that may be useful in the education of the child. Parents can also prepare for conferences with the teacher by organizing their thoughts, concerns and supportive ideas on paper and bringing such to the conference with them.

It can also be useful for the parent to offer assistance to the teacher. For example parents can inform teachers about any special talents or hobbies. Parents can help teachers by responding to invitations to school events or requests for information or assistance. Parents can also help by giving attendance at school events a high priority. The role parents can play in the education of their children is essential for effective learning and teaching.

8.3.3 Teacher

8.3.3.1 Introduction

Although this study deals primarily with parents, the teacher is an important partner and a role player in the education of the child.

Her/His role in this process (education) is to accept the parent as the most important teacher in the child's life and as a partner who can powerfully and cooperatively assist in helping the child to learn.

Various kinds of specific participation should be established with attitude.

It is common sense and a reality that with each other's effort and trust, the child, the parent, and the teacher can gain the most, most easily. In order to help parents, I would also like to recommend :

1. that teachers in Venda should also be effective role-models.
2. that they are expected to be at all times in their everyday work, aware of the fact that they are role-models whose values, attitudes and behaviour have an impact on the development of their learners. The teacher's task is not limited to imparting knowledge to the learners.
3. that the teacher is an educator whose way of living, behaving and acting may have a great impact on growing individuals who seek figures with whom they can identify and educators who can satisfy their need for caring close social relationships.
4. that the teacher is engaged, not simply in the training of individuals, but in the formation of proper social life. This is what the teacher needs to realize in Venda.

5. that the teacher must take himself or herself as a second parent of the child at school. Every teacher should realize the dignity of his or her calling; that he or she is a social servant set apart for the maintenance of proper social order and the securing of the right social growth.
6. that the teacher is not in the school to impose certain ideas or to form certain habits in the child, but is there as a member of the community to select the influence which shall affect the child and to assist him or her in properly responding to these influences.

At school, when it comes to motivation to learn, teachers do make a difference. In most cases they are not as powerful as parents, but they can make school life appealing. The teacher assists the parent in his or her role in leading the child to life values such as responsibility, respect, empathy etc. Teachers in Venda should do their best to become effective, motivating teachers who help parents in their role :

1. They are expected to be good managers of their classes. Teachers must ensure that they can handle a class and keep it moving. Children must feel safe with them and can concentrate on the work at hand.
2. They need to be teachers who expect their learners to be successful. Learners should get a chance to learn and teachers must motivate

them. Children need to know that their teachers will not give up on them. They offer corrective feedback to their children (learners).

3. On important assignments and learning tasks, motivating teachers show their children what their mistakes are and how they can find a way to help themselves. Children know their teachers will help them to improve.
4. When trying to help his partner, the parent in Venda, the teacher should help (student) learners to realize their growing competence and mastery. The teacher's comments must be both verbal and written. This let the learners know that their learning is the result of efforts for which the learners are personally responsible, such as determination, perseverance and creativity. Learners will know they are becoming more effective at what they value.

8.3.3.2 Good teachers should be empathic

The researcher wish to recommend that teachers consider the viewpoints of students. If they do so, learners will believe their teachers are sensitive to their needs and perspectives. Being a teacher who enhances the motivation of learners to learn is clearly the most important role of the teacher.

A teacher performs his duties at school, and he or she can only perform his or her professional duties if there is order and discipline both in the classroom and in the school as a whole. School rules are an effective instrument that brings about harmony, order and discipline in a school. A school where rules are applied is characterized by discipline and order. This can assist parents in educating their children.

8.3.3.3 The researcher recommends that certain school rules be formulated clearly :

For example if :

- (a) the school starts at 07hrs 30 minutes then the rule must be explained to the pupils by the teachers or principal and there must be consistent reminders.
- (b) it should also be brought to the attention of the teachers, that they should set example. Teachers should not arrive later than the pupils because it will set a bad example and undermine discipline at the school.

If a child frequently arrives late at school, the teacher ought to find out what the problem is, and help the pupil solve it. The teacher should contact his or her partner, the parent. Principals and teachers should make that school rules promote routine, normative behaviour, consistency, and fairness. They also create a frame of reference that creates a secure atmosphere for the pupils.

School rules are made to be effective by effective teachers and effective parents. A school without rules is like a car without a steering wheel. A moving car without a steering wheel moves in any direction, because it is uncontrollable.

For the school rules to be effective depend on the co-operation and mutual understanding between the teacher and the parent, the teacher being the light. Such relationship should prevail in Venda.

It is also recommended :

- (a) that it is necessary for a teacher to visit parents of the children he or she teaches. It strengthens friendship and partnership. It helps the teacher to know the pupil and his or her background. An effective teacher can invite the parent to his or her classroom.
- (b) that teacher organizations in Venda should have partnership with parent organizations, this will no doubt have an important role to play. But teachers ought to know that their organizations must not disturb the education of the child. The old glorious status of the teacher needs to be claimed. Teaching by a teacher need not be viewed as a vocation and then a profession. Never should teaching be regarded as an occupation. Such an attitude, diminishes the status of a teacher.

- (c) that there is a need for teachers to do self introspection. Teachers need to set standard for themselves. Teachers cannot live outside the expectation of society. As leaders and social pace-setters, teachers need to be conscious of their moral standards, their devotion to duty and commitment to principles of professionalism. They should set examples in rural areas in Venda. Parents should see them as light.

Drunken teachers are a disgrace to any civilised society. Teachers are the most important pillars to help parents in rearing their children. In the society teachers are leaders of the parents and they must also lead with their lives. This needs to happen in Venda Northern Province. Education takes place where there is a healthy climate.

The school climate is in fact the result of interaction between the teachers and the parents. The two sides must accept each other and cooperate with each other. Close cooperation between these groups in the interests of the pupils' education leads to a positive school climate. Teachers at school must strive for the healthy school climate.

Principals and teachers are inevitably and essentially leaders of parents. They have a duty to coordinate the contributions made by parents. They (teachers) should realize this important task.

- (d) that teachers must encourage consultation and open communication

between themselves and parents. This they can do by allowing easy access to the schools.

Parents ought to be called to parent meetings, teacher consultations, workshop sessions and fundraising projects. At such meetings teachers must take the opportunity to sell their schools to parents, in order that they may come to regard them as their schools too.

Such meetings again afford principals and teachers the opportunity to inform parents on various aspects concerning the running of the school and motivate parents to be effective partners. This attitude will encourage parents to respond enthusiastically and to respect the teachers.

- (e) Teachers need to empower learners and share with them what they (teachers) as professionals know about learning and thinking. Teachers should tell their pupils what approach is being used, explain why, and help the pupils to assimilate and apply that knowledge in becoming independent learners.

8.3.3.4 The researcher recommends that teachers can help parents in their role to educate children, by empowering children in the following ways :

- (a) by teaching pupils what enhances and what impedes learning;

- (b) by assisting pupils to recognize and further develop their own personal learning strengths;
- (c) by teaching pupils specific thinking and learning strategies;
- (d) and by passing on, the responsibility for learning to them.
- (e) by teaching should teach pupils to learn which behaviours and attitudes facilitate learning and which inhibit learning. They need to know that it is their role to empower their pupils with knowledge about how learning occurs. It is necessary for the teachers to realize that it is their goal to share with their pupils what they as professionals know about learning and thinking. That can help in motivating pupils to become effective learners and realize that their teachers are their parents partners.

8.3.4 Educational Authorities

The year, 1996, education in the Northern Province was declared disastrous by the Deputy president of this country. Most of the pupils in the schools in Venda in the Northern Province are day scholars and a high percentage among them are either enrolled from far afield or board in private homes in which discipline leaves much to be desired or are housed in unofficially established boarding apartments in which dining, dormitory and sanitary facilities are totally inadequate.

The conditions at schools are near primitive, and this is a limiting factor in

the quality of education offered and may be responsible for the low standard of educational achievement in Venda. At Makonde Primary School, in the Thohoyandou inspection area, pupils are still taught outside under trees. During rainy, windy and chilly days young children are sent home for their health sake. This is just to mention one example, this is often found in so many schools in the rural areas of Region 3 (Venda) in Northern Province.

(Mirror : 19.09.97 : 3)

In most secondary schools facilities for study and preparation after school hours are non-existent. For night study there is no light and school afternoon study can only be from two to four in the afternoon, when pupils are weary. Schools have no libraries, laboratories, enough classrooms, chairs, tables, desks electricity, enough teachers. There is a great shortage of science-oriented teachers for all classes of both primary and post-primary schools. Many teachers possess qualifications which are too low for the work they are required to handle. The lack of library facilities makes it difficult for teachers to inculcate in pupils good reading habits. The school curricula are too abstract and theoretical and do not encourage meaningful learning by the pupils who, instead, resort to rote learning in order to pass examinations, which most of them do not even pass.

I would therefore like to recommend that, the government should assist parents in their role to educate their children.

(a) by building enough classes and schools in each community.

(b) by building libraries and laboratories.

According to the research conducted the rural areas in Venda in the Northern Province do not have enough schools and classes. Most children are taught under trees. In some areas in Venda some parents have built shanties for their children but this is pathetic. Realising that education is not a privilege but a right, the government should help the poor parents in this regard. Comparatively speaking the rural areas in Venda in the Northern Province are far behind as far as education is concerned. It is the government's task to help in developing this area. This will help in motivating the parents in playing their role.

(c) by introducing adult education.

Adult education has social purposes. It can help parents in Venda if introduced in rural areas. It can assist as the facilitation of change in a dynamic society. Adult education is necessary and ensures that the society can, be improved, and that learning continues throughout life. Adults have as much right to education as children, in particular those adults deprived of education as children.

If the government can introduce Adult Education in all rural communities in Venda, communication with parents can be simplified and facilitated. To be more effective adult education should receive attention from the government

so that the sector can stand as an independent department.

In order to involve parents fully in the education of their children in Venda in the Northern Province, the government must introduce adult education in all communities in the rural areas in Venda as this will help in fighting illiteracy.

If parents are literate it is simple to motivate them through the media : TV, radio, newspapers, and conferences or seminars. It is easy to assist a literate parent than an illiterate one. So the government should introduce adult education in all areas in Venda. In order to be active adult education should stand on its own as a department.

(d) by creating jobs.

Most parents in the rural areas of Venda in the Northern Province are without jobs. They receive no income to help them send their children to school. Some try but to no avail as they struggle to get something to eat. It is the responsibility of the government to provide jobs for parents to play an effective role in the education of their children.

(e) by providing bursaries.

The government should provide bursaries for the pupils in this area, Venda. This can motivate parents towards the education of their children.

(f) by supplying stationeries and text books before time.

In 1997, some of the schools in the rural areas in Venda (Northern Province) started their final examinations without having received some of the prescribed literature books.

According to a subject teacher of Luvenda attached to a secondary school at the extreme North of Venda called Tshikundamalema Secondary School (Maphiri : 25.08.1997) books that were supposed to have been received before the academic year started or as early as January were received as late as September and October or not received at all.

The distribution system should be improved to encourage and motivate parents in the role they play. Books should be sent to schools in Venda in time. The government needs to exercise control in this as the current situation is doing an unrepairable damage. This does not encourage parents to play their role but gives a wrong picture that education of the child in Venda is not important.

Makonde Primary School is a combined junior and senior primary school in Venda in the Northern Province with an enrolment of 750. The school has got only eight (8) permanent classrooms with 11 temporary shanties. These rooms are in a very bad condition though parents have done their best and had contributed towards these shanties.

The school started using those shanties as early as 1972 and is still using them today. (Principal : 17.08.1997). The government needs to help those parents by building classrooms for their children.

The government should appreciate what parents do and motivate them by subsidising. The following photos illustrates some of the shanties at Makonde Primary School :

See figures 1, 2, 3, 4, 5 and 6.

8.3.5 The business community

The researcher recommends that the business community can help to motivate parents in their role in values education :

- (a) by providing bursaries for their children.
- (b) by giving sponsorships to help in building classrooms.
- (c) by arranging for parents seminars and conferences where parents can be updated and addressed about their role in the education of their children. It is necessary that business people should support parents in the education of their children in Venda, for it will help in developing the area. When the area develops it also helps the business of that area and contribute in the economy of the area. and,
- (d) business people selling beers, tobacco and drugs should help parents by not selling all those things to children.

According to the research findings, the mutual interpersonal relationship between parents and teachers can reduce the problems that are prevailing in education at different schools in Venda and improves the culture of learning and teaching.

APPENDIX

Pictures of classrooms at Makonde Primary School.

- A. Figure 1 Grade 3A Classrooms.
- B. Figure 2 Grade 3C Classrooms.
- C. Figure 3 Grade 4A Classrooms.
- D. Figure 4 Grade 5 Classrooms.
- E. Figure 5 Grade 2 Classrooms.
- F. Figure 6 Grade 6 Classrooms.

A.



Classrooms at Makonde Primary School in Venda (Northern Province)

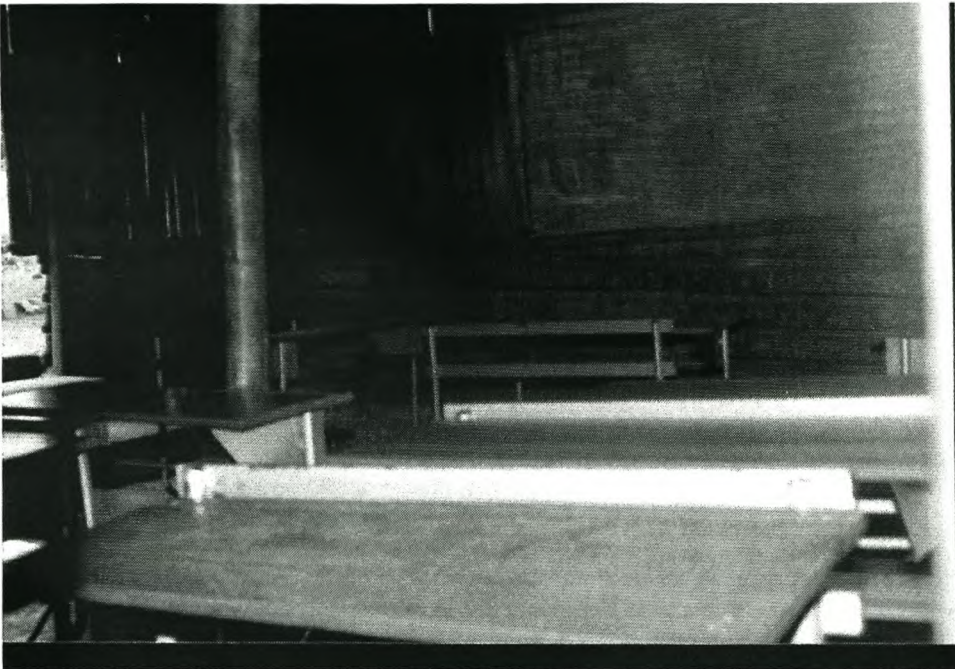
Figure 1

B.



Figure 2

C.



Classrooms at Makonde Primary School in Venda (Northern Province)

Figure 3

D.



Figure 4

E.



Figure 5

Classrooms at Makonde Primary School in Venda (Northern Province)

F.



Figure 6

Classrooms at Makonde

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